DOCUMENT RESUME

ED 206 603 SP 018 841

AUTHOR	Baker, Janice M.
TITLE	The State Role: A Documentation Report of Services to Teacher Centers Funded Through the Federal Teacher Centers Program. Final Report.
INSTITUTION	National Teacher Center Resource Center, Providence, R.I.; Rhode Island State Board of Education, Providence.
SPONS AGENCY	Department of Education, Washington, D.C.
PUB DATE	Jun 81
CONTRACT	300-78-0408
NOTE	122p.; For related documents, see SP 018 842 and SP 018 844-848.
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Coordinators; Data Analysis; Data Collection; Delivery Systems; *Information Dissemination; *Program Proposals; *State Departments of Education; State Federal Aid; *Teacher Centers; *Technical Assistance

ABSTRACT

This document reports on the activities of state and territory teacher center coordinators in using the ten percent entitlement funds provided by the federal government to provide services to federally funded teacher centers. The major focus of the study was the documentation of the proposal development, technical assistance, and dissemination services provided to the state and territory teacher center client groups. The report describes the participants in the documentation study and gives background information on the teacher center coordinators and other state education agency staff whose salaries are paid, in whole or in part, through the federal Teacher Centers Program. The services logged by 32 coordinators reflecting the use of the 10 percent state entitlements are also described. Descriptions of selected activities are provided as a sample of the various services that were documented. Findings are described for all services combined, as well as for each of the three areas studied: proposal development, technical assistance, and dissemination. Several recommendations are offered for the Federal Teacher Centers Program, the National Teacher Center Resource Center, and the state education agencies. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED206603

THE STATE ROLE:
A DOCUMENTATION REPORT OF SERVICES TO TEACHER CENTERS FUNDED THROUGH THE FEDERAL TEACHER CENTERS PROGRAM

* * *

FINAL REPORT

Prepared for:

The National Teacher Center Resource Center
235 Promenade Street
Providence, Rhode Island 02908
401/277-6834

Prepared by:

Janice M. Baker
Rhode Island Department of Education
Providence, Rhode Island 02908

June, 1981

SP 018 841

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Margaretta L. Edwards
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NATIONAL TEACHER CENTER RESOURCE CENTER

ADVISORY BOARD

Larry Billups, National Education Association

Edward L. Dambruch, Rhode Island State Department of Education

W. Edwin Ellis, National Institute of Education, U.S. Department of Education

William Hering, Teachers' Centers Exchange, Far West Laboratory

Diane Jones, Teacher Corps, U.S. Department of Education

Alf Langland, Washington State Department of Education

Drew Lebby, Office of Dissemination and Professional Development, U.S. Department of Education

Ervin C. Marsh, Delaware State Department of Public Instruction

Eleanor McMahon, American Association of Colleges for Teacher Education

Joe Minor, Tennessee State Department of Education

Allen A. Schmieder, Teacher Centers Program, U.S. Department of Education

Pat Weiler, American Federation of Teachers, AFT Teacher Center Resource Exchange

Lee Wickline, National Diffusion Network, U.S. Department of Education

STAFF

Edward L. Dambruch, Director

Margaretta L. Edwards, Assistant Director

The work upon which this publication is based was performed pursuant to Contract No. 300-78-0408 of the United States Department of Education. It does not, however, necessarily reflect the views of that agency.

ACKNOWLEDGMENTS

The state Teacher Center documentation effort was conducted by the Curriculum Research and Development Center, a part of the Institute of Human Science and Services of the University of Rhode Island, and the Support Services Unit of the Rhode Island Department of Education for the National Teacher Center Resource Center.

The study represents the efforts of many people. Resource Center personnel directing the project were Mr. Edward L. Dambruch and Ms. Margaretta L. Edwards. Ms. Edwards was also responsible for collection of data and follow-through where necessary. Design of the study and reporting were the responsibility of Dr. Janice M. Baker of the Department of Education. Data compilation, analysis and summary were conducted by Dr. J. Lynn Griesemer, assisted by Ms. Nancy Rieser and Ms. Evelyn Ross of the University of Rhode Island.

Appreciation is extended to the many state coordinators who participated in the study. Their cooperation was vital to the documentation effort.

TABLE OF CONTENTS

		Page
ACKNOWLEDGMENTS		i
CHAPTER 1:	OVERVIEW	1
	Introduction	1
	Description of FY 1980 Documentation Effort	2
	Reporting	2
CHAPTER 2:	METHODOLOGY	4
	Instrumentation	4
	Data Collection	5
	Data Analysis	8
	Focus to the Reader	12
CHAPTER 3:	DESCRIPTION OF PARTICIPATING STATES	14
	Number of States Participating and Activities Documented	14
	Background Information on Participating States	14
CHAPTER 4:	SUMMARY OF STATE TEACHER CENTER SERVICES	17
	Introduction	17
	Areas of Service	17
	Time Period and Frequency of Activities	18
	Methods for Delivering Services	21
	Description of Services	22
	Providers of Services	26
	Recipients of Services	31
	Purpose of Activities	38
	Outcomes of Teacher Center Services	40
	Resources, Including Funding	43
	Inkind Contributions	56
CHAPTER 5:	SELECTED DESCRIPTIONS OF STATE TEACHER CENTER SERVICES	58
	Introduction	58
	Proposal Development	58
	Technical Assistance	61
	Dissemination	66

Page

CHAPTER 6: SUMMARY AND RECOMMENDATIONS..... 69

Introduction..... 69
Overview and Methodology..... 69
Participants in the Documentation Effort..... 70
Background Survey Highlights..... 71
Highlights on Providing Services to Teacher Centers..... 72
Discussion..... 78
Recommendations..... 83

APPENDICES

Appendix A: Instruments
Appendix B: Correspondence
Appendix C: Log Categories Used for Computer Coding
Appendix D: Rank Ordered List of Documented Activities for Each Area of Service

LIST OF TABLES AND FIGURES

Page

Table 1: Frequency of Documented Activities for Participating States..... 7

Table 2: Range in Number of Activities Documented According to Number of Teacher Centers Served..... 9

Table 3: Number of Categories for Each Log Item Utilized During Various Phases of the Data Analysis.....11

Figure 1: Monthly Time Period During Which Activities Were Completed.....19

Table 4: Frequency With Which Activities Occurred According to Each Area of Service.....20

Table 5: Most Frequently Cited Primary Methods by Which Services Were Delivered for Each Area of Service.....23

Table 6: Most Frequently Cited Activities for Each Area of Service.....24

Table 7: Providers of Service by Role Group for Each Area of Service.....27

Table 8: Extent of Involvement of Major Role Groups, Alone or in Combination, Providing Service in Each Area of Service.....30

Table 9: Role Groups Most Frequently Served for Each Area of Service.....32

Table 10: Services to Major Groups.....35

Table 11: Number and Type of Participants for All Documented Activities.....37

Table 12: Most Frequently Cited Primary Purpose for Providing Services in Each Area of Service.....39

Table 13: Most Frequently Reported Outcomes of Documented Activities for Each Area of Service.....42

Table 14: Amount of Time Spent by State Staff on All Documented Activities.....44

(Tables and Figures Con't)

Page

Table 15: Expenditures of Teacher Center Funds by Type of Activity and Item.....47

Table 16: Expenditures for All Documented Activities by Amount.....52

Table 17: Expenditures for Proposal Development Activities by Amount.....53

Table 18: Expenditures for Technical Assistance Activities by Amount.....54

Table 19: Expenditures for Dissemination Activities by Amount.....55

Table 20: Inkind Contributions for All Documented Activities....57

CHAPTER 1

OVERVIEW

Introduction

The National Teacher Center Resource Center (Resource Center), located in Rhode Island, has a contract with the federal Department of Education. The purpose of the contract is to provide technical assistance and services to the 44 states/territories that have a total budget of close to 1.3 million dollars to serve the 99 Teacher Centers within their borders. The Resource Center provides information and technical assistance to help the states/territories fulfill three mandated areas of responsibility. These are: (1) reviewing Teacher Center proposals; (2) providing technical assistance to federally funded Teacher Centers in their region; and (3) disseminating information about Teacher Center products and results. The states/territories are reimbursed by the federal Teacher Centers Program for fulfilling these responsibilities.

Several years ago, state/territory Teacher Center coordinators, teacher leaders and local Teacher Center project directors across the nation expressed an interest in the structures and kinds of activities the various states/territories were using to deliver information and assistance. In response to this request, the Resource Center undertook an effort to document and describe state/territory activities, and to share the findings with state and federal Teacher Center officials and other groups interested in Teacher Centers. During fiscal year (FY) 1979 (1979-80) the Resource Center designed and carried out a process

for collecting the necessary information from the state/territory coordinators and compiled a report on the findings. For FY 1980 (1980-81) the Resource Center further refined the process for documenting the services of states/territories to federally funded Teacher Centers, and then collected, recorded and compiled information about the state/territory support activities.

Description of FY 1980 Documentation Effort

During FY 1980 (1980-81 funding cycle), the Resource Center, with the cooperation of the state Teacher Center coordinators, collected the following types of information:

- a description of the *proposal review process*, for which states are reimbursed $50 per proposal, carried out by states to evaluate proposals seeking FY 1981 (1981-82) funding through the federal Teacher Centers Program;
- *background information on state staffing* to provide services to federally funded Teacher Centers; and
- documentation of the specific activities paid for by the 10 percent state entitlements to provide *technical assistance* (including *proposal development*) and *dissemination services*.

Services provided to Teacher Centers solely at state expense in salaries or other direct costs were *not* included as part of this documentation effort.

Reporting

This report details the methodology and findings of the state documentation of technical assistance services, including proposal development which is treated as a distinct area of service for purposes of this report, and dissemination services. The report also includes highlights on state staffing to provide these services to the federally

funded Teacher Centers. The findings are organized in the following manner:

(1) a description of the participants in the documentation effort, including background information on staffing;

(2) a summary of activities in the areas of proposal development, technical assistance and dissemination;

(3) selected descriptions of state services in the areas of proposal development, technical assistance and dissemination; and

(4) a summary of major findings and recommendations.

The Resource Center has available a complete data set which provides the information for all findings presented in this report. Also available from the Resource Center under separate cover are additional reports related to the documentation effort. Those reports are:

"Executive Summary, The State Role: A Documentation Report of Services to Teacher Centers Funded Through The Federal Teacher Centers Program," June 1981 -- a report which provides a brief overview and summary of the findings presented in this final report on the documentation effort;

"Background Information on Staffing in States to Serve Federally Funded Teacher Centers," June 1981 -- a report which focuses primarily on state Teacher Center coordinators and describes (1) the organizational structure, (2) key roles, (3) time allocations to the Teacher Center role, and (4) federal financial support of state staff and coordinators in states with federally funded Teacher Centers who agreed to participate in the study; and

"A Description of Teacher Center Proposal Review Processes Conducted by State Education Agencies," June 1981 -- a report which describes (1) the timeframe for conducting the proposal review process, (2) the source of proposals, including information on the funding cycle for continuation proposals, and (3) a description of the proposal review process, including responsibility for coordination, structures used, representation, and evaluation criteria.

CHAPTER 2

METHODOLOGY

Instrumentation

The data for this report were obtained primarily from activity logs submitted to the Resource Center by the state Teacher Center coordinators. The log format (see Appendix A) was designed to assist the coordinators in documenting their activities in three areas: proposal development, technical assistance and dissemination.

For each activity, the respondent was asked to indicate or describe:

(1) the *area of service* (proposal development, technical assistance or dissemination);

(2) the *time period* when the activity was conducted (if documenting a single activity) or the *frequency* of the activity (if documenting a continuous or periodic activity);

(3) the primary *method for delivery* of the service;

(4) the *activity itself*, including information on the *providers* and *receivers* of service;

(5) the *purpose* of the activity;

(6) the *time spent* by the state Teacher Center coordinator, regardless of source of funds for salary, or by other state education agency (SEA) staff paid in whole or part through the 10 percent state entitlement;

(7) *amount* and *purpose of expenditures* from the state entitlement used to support the activity;

(8) *purpose* of any *state inkind contributions* toward the activity; and

(9) *outcomes* of the activity, anticipated or actual.

In addition to these nine areas of interest, the respondent's name and state affiliation were requested. The respondents were also provided an opportunity to make additional comments about the activity.

Relevant data obtained from a second instrument, a state background information survey (see Appendix A), were also obtained as a basis for this report. The survey consisted of two parts. Part A sought background information about the state Teacher Center coordinator, including questions about the unit to which the coordinator is assigned, level within the organizational structure of the SEA, and additional roles which the coordinator serves. Part B of the survey requested a description of the title and program area of responsibility, percent of time assigned to Teacher Center duties, and amount of funds (if any) and percent of state entitlement used to support the salary of the coordinator. Part B of the survey also sought information for any professional or clerical support staff whose salaries were paid in whole or part from the 10 percent state entitlement received from the federal Teacher Centers Program.

Data Collection

Data collection from the activity logs was carried out by the Resource Center. The specific steps are detailed below.

(1) The Resource Center contacted all state coordinators by mail, October 9, 1980, in order to present the plans for documenting their FY 1980 Teacher Center activities. The letter outlined the purposes for documentation and stressed that the Resource Center was seeking full participation of states with federal centers, and full reporting of the use of the 10 percent state entitlement. Three deadlines for data collection were announced (December 15, 1980, February 15, 1981 and May 1, 1981). The documentation

effort was designed to cover the period from July 1, 1980 through June 30, 1981. An agreement to participate was included, and states were asked to return it, signed, by October 20, 1980. Forty of the forty-four eligible states agreed to participate.

(2) Ten states participated in piloting the revised log forms in November 1980 by mail. They also piloted the new background and proposal review forms. In addition, these forms were piloted at a cluster meeting in October 1980. All feedback was incorporated in the development of the final forms.

(3) On November 25, 1980 the background form, the log forms and instructions were sent to the participants and logs for activities completed by the end of November 1980 were due in December 1980 to the Resource Center. Follow-up was conducted by telephone and by mail in January 1981.

(4) Letters and additional logs were sent to participants in January, reminding participants of the February 15, 1981 deadline for the second batch of logs.

(5) Telephone follow-up was conducted in March, and on April 20, 1981 additional logs and a reminder notice for the May 1, 1981 deadline were mailed. This notice included some tips on avoiding common errors found in the 187 logs submitted in December 1980 and January 1981.

(6) Telephone follow-up was conducted between May 1 and May 12, 1981 in an effort to include data from all who had agreed to participate. A total of 295 logs representing 32 states were received by May 18.

Appendix B includes copies of correspondence pertaining to data collection.

Of the 44 states/territories eligible to participate in the documentation effort because they have one or more Teacher Centers funded through the federal Teacher Centers Program, 40 (91%) agreed to participate. Of that number, 32 (73%) actually completed activity logs. The 32 states documented a total of 295 activities. Table 1 names the states that have federally funded Teacher Centers, and the number of federally funded Teacher Centers in each. Table 1 also indicates the states that participated in the study and the number of activities documented in each of the three areas of service.

Table 1

FREQUENCY OF DOCUMENTED ACTIVITIES
FOR PARTICIPATING STATES

Name of State	Number of Federally Funded Teacher Centers	Number of Activities Logged Each Area of Service			Total Number of Activities Documented
		Proposal Development	Technical Assistance	Dissemination	
Alabama	1	2	3	1	6
Alaska	1	1	5	1	7
Arizona*	1	--	--	--	--
Arkansas	2	--	4	1	5
California	10	--	4	1	5
Connecticut	4	--	6	5	11
District of Columbia	1	1	14	3	18
Florida	1	3	15	2	20
Georgia	2	--	1	--	1
Guam*	1	--	--	--	--
Idaho	1	1	9	1	11
Illinois	3	--	4	1	5
Indiana	5	8	20	10	38
Iowa**	1	--	--	--	--
Kansas	2	1	10	--	11
Kentucky	3	2	1	1	4
Louisiana**	2	--	--	--	--
Maine	1	1	1	1	3
Maryland	2	--	3	1	4
Massachusetts	5	2	16	2	20
Michigan	2	2	14	--	16
Minnesota	3	--	17	1	18
Mississippi	3	--	7	--	7
Missouri**	1	--	--	--	--
Montana*	2	--	--	--	--
Nebraska	1	--	5	3	8
Nevada	1	--	2	--	2
New Hampshire	1	--	3	1	4
New Jersey	2	3	9	5	17
New Mexico**	2	--	--	--	--
New York	8	--	3	--	3
North Carolina*	2	--	--	--	--
Ohio	4	--	2	--	2
Oklahoma**	2	--	--	--	--
Oregon	1	3	10	1	14
Pennsylvania	2	1	4	1	6
South Carolina	1	--	2	--	2
Tennessee	2	--	5	1	6
Texas	2	--	6	5	11
Utah**	1	--	--	--	--
Vermont	2	--	1	--	1
Virginia**	1	--	--	--	--
Washington	3	2	5	2	9
Wisconsin**	1	--	--	--	--
Total	99	33	211	51	295

* Indicates states that chose not to participate in the documentation effort.
** Indicates states that provided background information but chose not to forward any documentation logs.

The number of activities documented by the states was not related to the number of federally funded Teacher Centers within the state boundary. In FY 1980, as shown in Table 2, the number of activities documented showed a wide range, regardless of the number of Teacher Centers served.

Data collection procedures for the background survey were less complex than those for the activity logs because the survey had to be completed just once by each coordinator. Respondents were asked to provide information that would be relatively unchanging during FY 1980, the year of this study, such as salary figures, housing of Teacher Center services within the SEA, and state coordinator roles and responsibilities. During November 1980 the background survey, along with correspondence from the Resource Center encouraging participation, was mailed to the 44 eligible states and territories. Follow-up telephone calls were made where necessary to obtain missing information and to clarify some information provided earlier.

As previously noted in the "Reporting" section, the major portion of the background information appears as a separate document. A limited amount of profile data pertinent to the documentation of proposal development, technical assistance and dissemination services is included in this report.

Data Analysis

An examination of the log instrument which appears in Appendix A indicates that most of the questions included preformed response categories. In particular, questions 2, 3, 4a, 4b, 4c, 5, 6, 7, 8, 9, 10 and 11 included response categories similar to those developed during the 1979-80 documentation effort. However, each of these questions also included a space for the respondent to provide further

Table 2

RANGE IN NUMBER OF ACTIVITIES DOCUMENTED
ACCORDING TO NUMBER OF TEACHER CENTERS SERVED

Number of Teacher Centers Served	Number of States Reporting	Range in Number of Activities Documented	Average Number of Activities Documented
1	12	2-20	8.3
2	9	1-17	8.1
3	5	4-18	8.6
4	2	2-11	6.5
5	2	20-38	29.0
8	1	3	3.0
10	1	5	5.0

description of the response. Questions 1 and 11 were entirely open-ended. The item number from the log and the subject of each question appear in Table 3, along with a summary of the number of initial, pre-established (or original) categories for coding.

Additional categories were established by examining a sample of 98 responses. Various persons involved in the design of the study and the data collection/analysis reviewed the sample responses and assisted in the establishment of categories. A list of the original categories appears on the log in Appendix A. The additional categories established for questions 4b, 5, 6, 7, and 8 appear in Appendix C. Categories of numerical value (e.g., questions 7 and 8) were grouped into pre-established ranges of value. A preliminary analysis of frequencies and percentages were calculated by the computer on a sample of 187 cases. Slight adjustments were made in the program at that time, but the coding categories remained the same. All 295 activities were then coded, key-punched, and analyzed. An examination of the full set of frequencies and percentages revealed the need for collapsing the responses to question 7 because of the small number of responses in four of the categories. The following is a summary of the adjustments that were made in the original categories:

- new categories were created in five (5) questions; and
- categories were combined in one (1) question.

Table 3 also includes, by item, the changes in the number of categories and the types of changes (e.g., creating new categories and combining categories) that took place between the initial analysis of the data and the final reporting.

Table 3

NUMBER OF CATEGORIES FOR EACH LOG ITEM UTILIZED DURING VARIOUS PHASES OF THE DATA ANALYSIS

Item Number	Subject of Item	Number of Pre-Established Categories	Number of Categories Utilized in	
			Initial Data Analysis	Reporting Data
	-- Name of State -- Respondent	(Utilized to code and contact respondents)		
1	Description of Activity*			
2	Frequency of Activity			
	2a By month	12	12	12
	2b By times per year	8	8	8
3	Primary Methods of Service Delivery	6**	6	6
4	Type of Activity			
	4a Proposal Development	6**	6	6
	4b Technical Assistance	14**	16	16
	4c Dissemination	5**	5	5
5	Primary Purpose of Activity	9**	10	10
6	Provider of Service	5**	11	11
7	Recipients of Service	10**	14	10
8	Direct Expenditures	4**	6	7
9	Inkind Expenditures	4**	4	4
10	Amount of Time Spent Providing Service	7**	7	7
11	Outcomes of Activity (Actual/Anticipated)	10**	10	10
12	Additional Information*			

* These were open-ended questions for which the data were hand recorded.
** For these questions there were one or more spaces for respondents to further define their response.

Finally, the data (with adjusted categories) from the logs were analyzed using frequencies and percentages. In the questions where more than one response was possible (i.e., questions 3, 4a, 4b, 4c, 5, 6, 7, 8, 9, and 11), the frequencies and percentages of combinations of responses were also examined. Selected cross-tabulations of variables were conducted to determine trends in the data.

A set of "working" tables was developed from the final run of data. These tables appear as part of a data packet on file at the Resource Center. For the most part, the tables that appear in the main body of the report summarize the "working" tables.

Data from the background survey were also examined for the 32 states that completed both the logs and background survey. In a separate analysis, the background data were compiled for 40 states, which included the 32 states noted above but also included the eight states who submitted only the background survey. The relevant profile data were reported by frequencies and percentages in the first part of Chapter 3.

Focus to the Reader

In reviewing the report findings, there are several points the reader should keep in mind. The first is that the study design was *limited to technical assistance and dissemination services provided through the 10 percent entitlement to states* with federally funded Teacher Centers by the federal Teacher Centers Program. It does not include other services to Teacher Centers provided solely through state support or through state support in concert with programs other than the federal Teacher Centers Program.

A second point relates to the framework and definitions used in this study. Through their acceptance of the 10 percent state entitlements, states agree to provide services in two areas: technical assistance and dissemination. *For purposes of this study*, a segment of technical assistance was separated from that area of service and labeled proposal development; therefore, the findings are presented for *three* areas of service: *proposal development, technical assistance,* and *dissemination.*

Finally, the reader should bear in mind the limitations inherent in a written survey. Of particular concern here is the difficulty for the respondent to capture in writing, primarily in an objective format, events which may be complex both in design and delivery. This limitation was minimized, to the extent possible, by modifying procedures and format based on the previous year's pilot study, by providing technical assistance and training at cluster meetings, and by follow-up telephone calls as needed.

CHAPTER 3

DESCRIPTION OF PARTICIPATING STATES

Number of States Participating and Activities Documented

Forty-four states/territories were eligible to participate in the documentation of state activities to serve federally funded Teacher Centers because they have one or more Teacher Center projects funded through the federal Teacher Centers Program. Of the 44 eligible states/territories, 31 states and the District of Columbia chose to participate, bringing to 32 the number of states* involved in FY 1980 documentation. As displayed in Table 1, these 32 states serve 81 (82%) of the 99 Teacher Center projects funded by the federal Teacher Centers Program.

The respondents documented 295 activities which represented:

- 33 activities in the area of proposal development assistance (reported by 15 states);
- 211 activities describing technical assistance (reported by 32 states); and
- 51 dissemination activities (reported by 23 states).

Background Information on Participating States

All 32 states that submitted activity logs, plus eight additional states that did not document their activities in serving federally funded Teacher Centers, completed the background survey. Background information about the 40 states shows that:

*The District of Columbia will be referred to as a state in the report.

- most Teacher Center coordinators, in relation to the Chief State School Officers as level one*, are located within *levels three through five* in the organizational structure of their SEA's;

- the units to which the majority of state Teacher Center coordinators are assigned and, therefore, in which Teacher Center responsibilities for service to federally funded Teacher Centers are housed, are *Staff Development/Inservice Education* and/or *Teacher Education/Certification;*

- the majority of Teacher Center coordinators allocate *15 percent or less of their time in fulfilling their Teacher Center role;*

- the most common additional roles of the state Teacher Center coordinator are *National Council of States for Inservice Education (NCSIE) delegate, Teacher Corps representative,* and *teacher certification official;*

- *five states have clerical support staff* and *nine states have professional staff in addition to the state coordinator* to serve federally funded Teacher Centers, but the *amount of time* contributed by the clerical and professional support staff *varies widely* among the nine states; and

- *26 of the 40 states do not use federal Teacher Center Program funds for salary;* of the other 14 states, 13 spend 45 percent or less of their state entitlements on salary, leaving 55 percent or more of their federal funds available to support program activities and related efforts.

The findings on background and staffing for the 32 states who completed both the background survey and documentation logs show no major differences in the results from those for all 40 states, which are noted above.

The 32 states that submitted *both* the background survey and one or more activity log may be further described by the following information.

---

*The term "levels" was used in this study to designate the number of people in the bureaucratic structure of the SEA located between the Chief State School Officer (level one) and the state Teacher Center coordinator. This approach was adopted because of the many differences in titles and the meanings of responsibility associated with those titles among the various SEA's.

- The 32 states represent 73 percent of the funded states/territories.

- Within the geographic boundaries of the 32 states are 81 Teacher Center projects, which represent 82 percent of the federally funded Teacher Centers.

- The federal Teacher Center budgets of the 32 states for FY 1980 range from $5,500 to $194,500 and, together, the total state entitlements of the 32 states amount to $1,076,621, which is 83 percent of the $1,289,430 reimbursed to all 44 states/territories by the federal Teacher Centers Program.

- Nineteen of the 32 states reported no use of state entitlements to support salary; the remaining 13 states earmarked $232,052 for salaries, which represents 22 percent of their total state entitlements. The 32 states provided logs of activities which account for an additional $661,357, which is 61 percent of their total entitlement of $1,076,621. The combined salary and activity costs total $893,409, which represents 83 percent of the total entitlement for the 32 states. Further, this total amount of $893,409 accounts for 69 percent of the $1,289,430 reimbursed to all 44 states/territories by the federal Teacher Centers Program.

- The latter total of $893,409 does not reflect $75,934 reported by six states as carryover, as well as other carryover funds that may not have been reported by other states because the survey did not seek this information. The statistics presented in this report reflect the 10 percent state entitlements, without carryover funds.

This report, therefore, represents services provided by 32 of the 44 states with federally funded Teacher Centers. These 32 states logged 295 activities to serve the 81 Teacher Center projects within their borders and then documented salary and activity costs of $893,409; this figure reflects 83 percent of their total state entitlements of $1,076,621.

CHAPTER 4

SUMMARY OF STATE TEACHER CENTER SERVICES

Introduction

The results which follow represent 295 activities reported by 32 states participating in the documentation effort. This chapter describes the delivery of services by the 32 states to their Teacher Center projects and to those interested in or wishing to develop Teacher Centers. These services, as noted earlier, are summarized according to various characteristics, such as the area of service, providers and receivers of service, and costs incurred.

The findings will be presented for all activities combined and, where appropriate, information will be highlighted for the three areas of service: proposal development, technical assistance and dissemination.

Areas of Service

For purposes of the documentation, the three areas of service are defined as follows:

- *proposal development*: any activity designed to assist client groups (representatives from local education agencies or institutions of higher education) with development of a proposal for funding of a Teacher Center;*

*This category excludes proposal review activities for which states receive federal reimbursement at a rate of $50 per proposal for each proposal that is reviewed and forwarded to Washington, D.C.; these funds are separate from the entitlements for state services which are the subject of this report. However, in some instances where states documented proposal review activities with costs exceeding the $50 per proposal rate of federal reimbursement, such activities are included under proposal development in this report; also, these activities tended to reflect technical assistance in proposal development.

- *technical assistance:* excluding all activities related to proposal development (described above) and dissemination (described below), any activity designed to assist Teacher Centers in implementing their projects; and

- *dissemination:* any activity designed to spread information to other groups at the local, regional, state or national levels about Teacher Centers.

Chapter 3 described the frequency of activities in each area of service and the number of states reporting in each area. Information is provided in the next section about when or, in cases of continuous or periodic activities within a state, with what frequency the activities took place.

Time Period and Frequency of Activities

Respondents were asked, for each documented activity, to describe when (date) an activity occurred, if it was a single event, *or* to indicate the frequency of an activity if describing a continuous or periodic activity. Figure 1 displays the findings documented for single events and Table 4 shows the findings for continuous and periodic activities.

As shown in Figure 1, single events/activities were completed at a fairly consistent rate during the 12-month period, with the exception of a peak period during December 1980 and January 1981, a time when proposal development services were needed by client groups. Technical assistance activities were also most frequent during that two-month span.

Months of relatively less frequent activity were July and August 1980 and February and May 1981. It should be noted, based on the study done by the Resource Center of the proposal review process, that February was a busy month for proposal review activities, especially because of the short timeline for review of proposals.

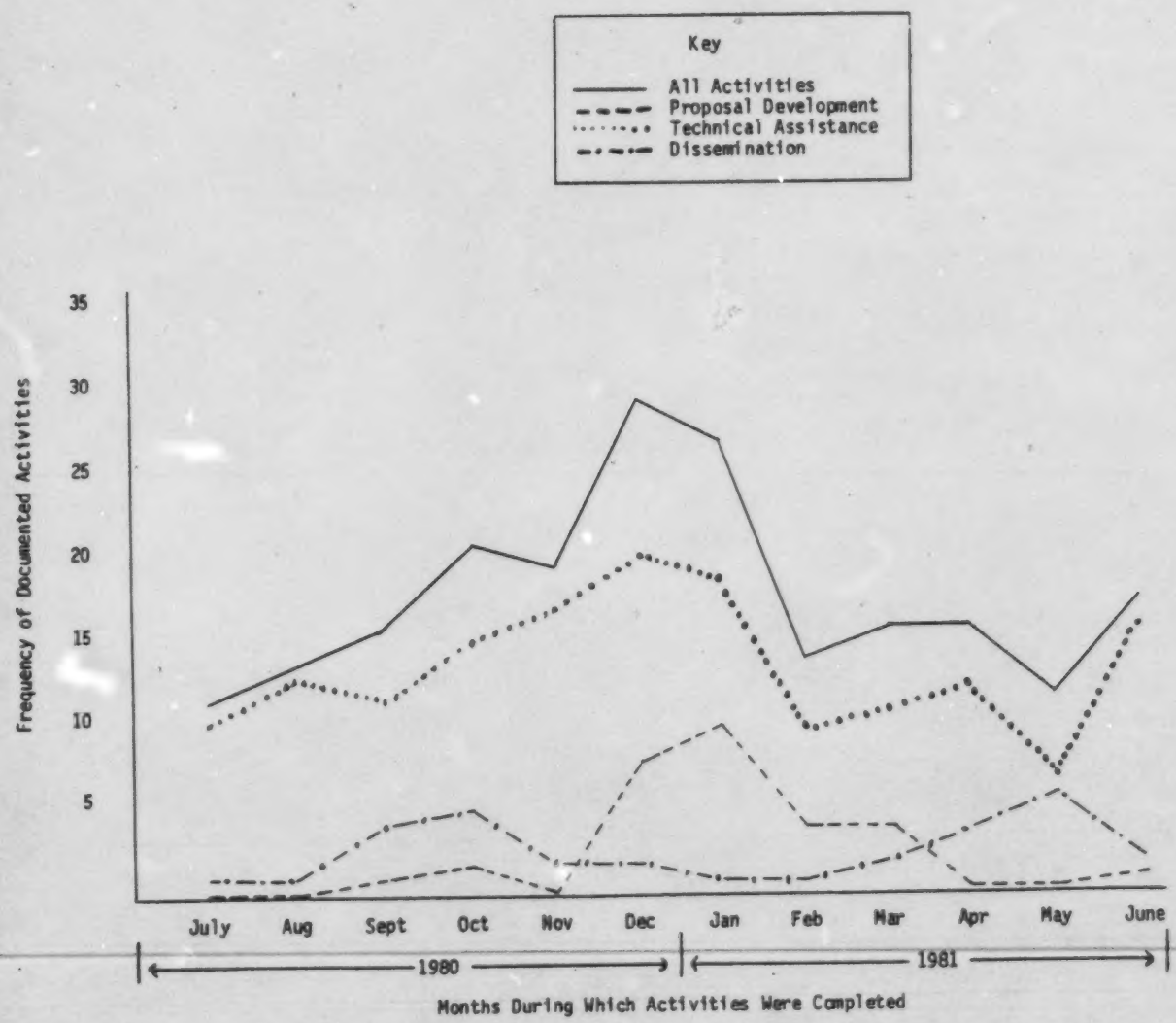


Figure 1

MONTHLY TIME PERIOD DURING WHICH ACTIVITIES WERE COMPLETED

Table 4

FREQUENCY WITH WHICH ACTIVITIES OCCURRED
ACCORDING TO EACH AREA OF SERVICE

Frequency of Activity	Areas of Service			All Activities
	Proposal Development	Technical Assistance	Dissemination	
Single Activity	26	150	27	203
Twice a year	--	14	4	18
Three times a year	1	4	3	8
Four times a year	1	6	2	9
Five or six times a year	2	12	6	20
Monthly	--	10	4	14
Bi-weekly	1	1	--	2
Weekly	1	12	2	15
Daily	1	2	3	6
Subtotal	7	61	24	92
Total Number of Activities	33	211	51	295

Caution is advised in interpreting the information about frequency of activities according to the month in which they were completed. It cannot be concluded that the highest or lowest number of activities occurred during any given month because not all activities and services provided by the 32 states were reported.

Some activities took place more than once in the 12-month period of the documentation effort and, for these, the frequency of the activity rather than the completion date was reported. Table 4 shows that close to one-third (92/32%) of all documented activities occurred on a continuous basis or at periodic intervals. The frequency most often cited for these activities was "five or six times a year," followed next in frequency by "twice a year."

Within each of the three areas of service, less than a fourth (21%) of the proposal development activities -- as might be anticipated -- was conducted on a regular basis, whereas 29 percent of the technical assistance activities and 47 percent of the dissemination activities were carried out on a continuous or periodic basis.

Methods for Delivering Services

One part of the documentation of each activity sought information on the primary method(s) used by the SEA to deliver the service. Provided to the respondent were five categories: telephone, written correspondence, workshop or conference, on-site meeting, and meeting at sites *other than* at the Teacher Center project site; a category entitled "other" was also included.

The majority of activities were carried out using a single method for delivering the service. Table 5 displays the most frequently cited methods for delivering services in the three areas of proposal development, technical assistance and dissemination.

Proposal development activities were most often carried out through telephone contact, written correspondence or an on-site meeting at the local site. Almost half (45%) of all technical assistance activities involved a workshop or conference format, and close to one-third (31%) of the technical assistance activities included an on-site meeting. Written correspondence was most often identified (75% of the dissemination logs) as the primary method of providing dissemination services; about one-fourth of the dissemination activities (22%) involved meetings on site and about one-fourth involved meetings at a location other than the Teacher Center site.

Description of Services

A variety of activities were conducted to fulfill requirements for providing proposal development, technical assistance and dissemination services. The activities cited most frequently are described in Table 6.

The most frequently cited activities in the area of proposal development were providing technical assistance in planning or developing a proposal (54% of the proposal development activities) and notifying groups about pertinent information (52%), such as federal requirements for proposal submission and deadlines. A more detailed analysis of the data, beyond that which is displayed in Table 6, indicated that about half of the services (18 activities, 54% of all

Table 5

MOST FREQUENTLY CITED PRIMARY METHODS
BY WHICH SERVICES WERE DELIVERED
FOR EACH AREA OF SERVICE
Frequency/Percentage

Areas of Service	Rank	Activity	N/%*
Proposal Development	1	Telephone	13/39%
	1	Written Correspondence	13/39%
	1	On-Site Meeting	13/39%
	2	Meeting at Other than Teacher Center Site	11/33%
Technical Assistance	1	Workshop/Conference	95/45%
	2	On-Site Meeting	66/31%
	3	Meeting at Other than Teacher Center Site	55/26%
	4	Written Correspondence	48/23%
Dissemination	1	Written Correspondence	38/75%
	2	On-Site Meeting	11/22%
	2	Meeting at Other than Teacher Center Site	11/22%
	3	Telephone	9/18%

* Percentages will not equal 100 percent because (1) this table does not include activities classified as "other" and (2) some activities are cited more than once because they were carried out in combination with other activities.

Table 6

MOST FREQUENTLY CITED ACTIVITIES FOR
EACH AREA OF SERVICE
Frequency/Percentage

Areas of Service	Rank	Activity	N/%*
Proposal Development	1	Provided Technical Assistance in Planning/Developing Proposal	18/55%
	2	Notified Groups	17/52%
	3	Critiqued Proposal Draft	12/36%
	4	Provided Assistance for Continuation Proposal	7/21%
Technical Assistance	1	Provided Linkage with Groups	79/37%
	2	Provided Financial Support to Attend Meetings/Conferences	73/35%
	3	Linked Clients to Consultants	48/23%
	4	Accessed State/Federal Resources	45/21%
	5	Provided Services/Training	40/19%
Dissemination	1	Published/Distributed Written Information	30/59%
	2	Provided Financial Support for Materials Preparation	14/27%
	3	Provided Technical Information	11/22%
	4	Other	10/20%

* Percentages will not equal 100 percent because (1) this table does not include activities classified as "other" and (2) some activities are cited more than once because they were carried out in combination with other activities.

proposal development activities) involved a combination of any two or all three of the following activities: notifying groups, providing proposal writing training, and providing technical assistance in planning or developing a proposal.

Technical assistance activities most frequently documented were providing linkage with groups (37% of the technical assistance activities) and providing financial support for travel to attend state, regional or national meetings or conferences (35%). Also cited in 19 to 23 percent of the logs were the following: linking clients to consultants or experts in a given area, helping clients to access state or federal resources to serve the needs of the Teacher Center projects, and providing consulting services or training in topics of interest to the clients.

Examples of topics cited when linking to experts included: basic skills and testing; subject areas such as science, consumer education and physical education; needs assessment, program planning and management; stress management; and computers. Sample topics for training included: basic skills; obtaining grants; funding services; record keeping; state and local planning for inservice needs; and media production.

Several of the major technical assistance activities occurred with notable frequency in combination with each other. These combinations were:

- linking clients to consultants/experts in a given area *and* (a) responding to technical questions or (b) providing services/training or (c) helping client access state or federal resources to serve the needs of the Teacher Center project;

- providing linkage with Teacher Centers or related groups at the state, regional or national levels *and* providing financial support for attendance at state, regional or national meetings or conferences.

Dissemination activities most often involved the publication or distribution of written information, such as brochures and newsletters about Teacher Centers (59% of the documented dissemination activities). Activities also noted in 20 to 27 percent of the dissemination activities were: providing financial support for preparation of materials, such as filming and printing, providing technical information about the design or distribution of communications about Teacher Centers, and "other" miscellaneous activities, such as providing speakers and presentations to state professional and community groups interested in learning about Teacher Centers. In the area of dissemination services, only two activities occurred with each other with notable frequency. These were: assisting/developing materials and publishing or distributing written information.

Appendix D contains a complete rank ordered listing of all documented activities for each of the three areas of service.

Providers of Services

Table 7 displays information, according to role group, of the most frequent providers of service in each of the three areas of service. The figures reflect the participation of the role group, whether involved alone or in concert with other groups, as the service provider. Clearly, the state Teacher Center coordinator was most often the provider of services. This is the case in all three areas

Table 7

PROVIDERS OF SERVICE BY ROLE GROUP
FOR EACH AREA OF SERVICE
Frequency/Percentage

Areas of Service	Rank	Provider of Service	N/%*
Proposal Development	1	SEA Coordinator	22/67%
	2	Other SEA Staff	9/27%
	2	Teacher Center Staff/Coordinators from Other States	9/27%
	3	Teacher Center Project Staff	6/18%
Technical Assistance	1	SEA Coordinator	99/47%
	2	Other SEA Staff	49/23%
	3	Teacher Center Project Staff	40/19%
	4	Teacher Center Staff/Coordinators from Other States	27/13%
Dissemination	1	SEA Coordinator	28/55%
	2	Other SEA Staff	17/33%
	3	Teacher Center Project Staff	10/20%
	3	Teacher Center Staff/Coordinators from Other States	10/20%

* Percentages will not equal 100 percent because (1) this table does not include activities classified as "other" and (2) some activities are cited more than once because they were carried out in combination with other activities.

of service -- proposal development (22/67%), technical assistance (99/47%) and dissemination (28/55%). Specific services in which the state Teacher Center coordinators were most often involved are listed below. In the area of proposal development, state Teacher Center coordinators most often:

- notified groups;
- provided technical assistance for developing a proposal; and
- critiqued draft proposals.

Technical assistance services most often provided by the state Teacher Center coordinators were:

- provided linkage with groups;
- provided financial support for clients to attend state, regional or national conferences or workshops;
- assisted with statewide staff development plan;
- responded to technical questions; and
- assisted clients in accessing state/federal resources.

The state Teacher Center coordinator was most often listed as providing the following dissemination services:

- published/distributed written information;
- provided financial support for preparation of materials; and
- provided technical information about the design or distribution of communications about Teacher Centers.

In all three service areas, "other SEA staff" was the group consistently listed as the second most frequent provider of services, but in each service area there is a considerable gap between the number of services provided by the state Teacher Center coordinator and the second place "other SEA staff." Additional providers of services mentioned often were Teacher Center staff from other SEA's (also second in rank for providing proposal development assistance) and Teacher Center project staff.

Table 8 focuses information about the three primary groups involved in providing services: the State Teacher Center coordinator, other SEA staff and Teacher Center project staff. The state coordinators were involved in about half (149/51%) of all services provided, with their involvement in proportion to other groups most pronounced in the area of proposal development. Other SEA staff, alone or in combination with other groups, provided one-fourth (75/25%) of the documented services in all areas combined, but were somewhat more extensively involved in dissemination, providing about one-third of the services in that area. Teacher Center project staff were represented at about the same level in all three areas of service, being involved in 18 to 20 percent of the activities in each area.

Further analysis of the data, beyond that shown in Tables 7 and 8, revealed the following combinations of role groups for providing services in each of the three service areas:

Table 8

EXTENT OF INVOLVEMENT OF MAJOR ROLE GROUPS,
ALONE OR IN COMBINATION, PROVIDING SERVICE IN EACH AREA OF SERVICE
Frequency/Percentage

Role Group of Provider of Service, Alone or in Combination with Other Roles	Areas of Service			All Services
	Proposal Development (N/%*)	Technical Assistance (N/%*)	Dissemination (N/%*)	(N/%*)
SEA Coordinator	22/67%	99/47%	28/55%	149/51%
Other SEA Staff	9/27%	49/23%	17/33%	75/25%
Teacher Center Project Staff	6/18%	40/19%	10/20%	56/19%

* Percentages will not equal 100 percent because (1) this table focuses solely on the 3 major role groups who provided services and therefore some activities are not represented, and (2) some activities involved more than 1 role group. These activities may be counted more than once.

- for *proposal development* and *dissemination*, the state Teacher Center coordinator most often provided these services alone or with involvement from other SEA staff; and
- for *technical assistance*, the State Teacher Center coordinator generally provided these services alone or with other SEA staff or Teacher Center project staff.

Recipients of Services

States with federally funded Teacher Centers receive an amount equal to 10 percent of the total dollars awarded to Teacher Center projects in the state from the federal Teacher Centers Program. In accepting these funds, states are required to provide technical assistance to federal Teacher Centers and disseminate information about them, statewide. As part of the technical assistance function, many states select to provide proposal development services to help create a climate out of which new applications and continuation proposals will be developed. The sections which follow describe the client groups in several ways, including the role groups most often served, and group size and numbers of participants in activities for each of the major role groups.

Role Group Representation. In all three areas of service - proposal development, technical assistance and dissemination - the clients served represent several groups. These groups, as shown in Table 9, are primarily federal Teacher Center project staff and policy board, local education agency (LEA) teachers and administrators, and personnel from institutions of higher education (IHE). The extent to which each group is a primary recipient of services tends to vary according to the three areas of service.

Table 9

ROLE GROUPS MOST FREQUENTLY SERVED
FOR EACH AREA OF SERVICE
Frequency/Percentage

Areas of Service	Rank	Role of Client Group	N/%*
Proposal Development	1	Federal Teacher Center Project Staff	24/73%
	2	LEA Administrators	15/45%
	3	LEA Teachers	11/33%
	4	IHE Personnel	10/30%
	5	Federal Teacher Center Policy Boards	7/21%
Technical Assistance	1	Federal Teacher Center Policy Boards	159/75%
	2	Federal Teacher Center Project Staff	144/68%
	3	SEA Coordinators/Staff	73/35%
	4	LEA Teachers	62/29%
	5	LEA Administrators	36/17%
Dissemination	1	LEA Teachers	33/65%
	2	Federal Teacher Center Project Staff	28/55%
	2	LEA Administrators	28/55%
	3	IHE Personnel	23/45%
	4	Other SEA Staff	14/27%

* Percentages will not equal 100 percent because (1) this table does not include activities classified as "other" and (2) some activities are cited more than once because they were carried out in combination with other activities.

A more detailed review of the ranking and frequency of activity directed toward each group for each area of service shows that for proposal development services, federal Teacher Center project staff were the primary recipients (24 activities/73% of all proposal development services), followed next by LEA administrators (15/45%), LEA teachers (11/33%), and IHE personnel (10/30%). A fairly similar ranking emerges for client groups receiving dissemination services. LEA teachers most often received services (33 activities/65% of all dissemination services), followed next by federal Teacher Center project staff and LEA administrators (28 activities for each group/55%). IHE personnel also were clients in close to half (23/45%) of all documented dissemination services.

In the area of technical assistance, two groups clearly emerge as the major receivers of service. Federal Teacher Center policy boards ranked first (159 activities, 75% of all activities classified as technical assistance), with federal Teacher Center project staff next in rank order of client groups served (144/68%). These two groups were recipients in more than two-thirds of the 211 documented technical assistance activities. State Teacher Center coordinators/staff received technical assistance in about one-third (73/35%) of the technical services, reflecting activities such as participation in regional cluster meetings, Resource Center workshops, and national meetings for informational purposes and skills building. LEA teachers (62/29%) and administrators (36/17%) also were recipients of technical assistance for a substantial number of services. Unlike the proposal development and dissemination service areas, however, IHE personnel were not often cited (1%) as primary clients for technical assistance.

A further perspective on recipients of state Teacher Center services may be obtained by examining the specific activities most often cited in each area of service with respect to the major clients group for each of those services. Table 10 displays each of the top ranked activities within proposal development, technical assistance and dissemination (reported in Table 6), along with the number of times selected groups were recorded as recipients of the activity of service (reported in Table 9). Although not among the top five groups receiving services (as in Table 9), SEA staff are included in Table 10 because this group emerged often in the client group for technical assistance activities. This finding may reflect various aspects of the SEA role in developing skills or obtaining information needed to provide services to client groups.

In all proposal development and technical assistance activities, Teacher Center project staff was the client group most often cited; for dissemination, this group always ranked first or second in frequency as receivers of the services provided. Further analysis of the data also indicated that Teacher Center project staff were involved as a client group in 60 to 80 percent of each of the top ranked activities in each area of service.

Of particular interest with respect to Table 10 is the technical assistance area, the area in which most activities were documented. Generally, Teacher Center project staff and advisory boards emerge most often as the client groups. However, a third group, SEA coordinator/staff, appears with notable frequency. Respondents to the survey seem to have recorded SEA coordinator/staff as recipients of services for

Table 10

SERVICES TO MAJOR GROUPS
Frequency

Most Frequent Activities in Each Area of Service	Frequency of Service to Major Groups					
	Federal Teacher Center Project Staff (N)	Federal Teacher Center Staff/ Board (N)	LEA Teachers (N)	LEA Administrators (N)	IHE Personnel (N)	SEA Coordinator/ Staff (N)
Proposal Development						
Provided Technical Assistance in Planning/Developing Proposal	12	4	6	6	5	1
Notified Groups	13	3	7	7	9	1
Critiqued Proposal Draft	9	4	4	4	4	2
Provided Assistance for Continuation Proposal	5	3	3	3	2	1
Technical Assistance						
Provided Linkage With Groups	54	34	20	13	16	34
Provided Financial Support to Attend Meetings/Conferences	57	27	14	9	6	29
Linked Clients to Consultants	36	19	21	13	11	20
Accessed State/Federal Resources	34	13	10	9	7	16
Provided Services/Training	29	15	18	11	9	14
Dissemination						
Published/Distributed Written Information	19	10	20	18	17	8
Provided Financial Support for Materials Preparation	8	4	11	8	5	3
Provided Technical Information	7	4	6	7	4	3
Other	3	-	7	7	4	1

activities in which they were participants, either as paid consultants to assist in implementing a service (*providers of service*) or as part of a larger group at a regional, state or national meeting.

Number of Participants and Group Size. An additional perspective on client groups served through the 10 percent state entitlements may be obtained from a review of the numbers and types of participants, according to their role groups, who received services.

Table 11 describes the range in numbers of participants or recipients of *all* documented services in relation to specific role groups or primary affiliation (e.g., Teacher Center policy board, LEA administrator). Teacher Center project staff most often received state services (196 activities/66% of all documented services), followed next by LEA teachers (106/36%) and federal Teacher Center policy board members (95/32%). Also involved in a substantial number of the services provided were state Teacher Center coordinator/staff (88/30%), LEA administrators (84/28%) and personnel from higher education agencies (63/21%).

Further, Table 11 shows that the majority of activities were implemented to serve small groups. A group size of one to five people is most often cited for all client groups, but relatively small groups of 6 to 10 or 11 to 25 people were also frequently noted. Only a small portion of the services were targeted to groups of 50 or more people. A more detailed analysis of the data on size of client groups served shows that proposal development services are most often provided to groups of 10 or less people. In the area of technical assistance, a group size of one to five was most often cited. Seldom was a group size of more than 25 people reported, with the exception of a single

Table 11

NUMBER AND TYPE OF PARTICIPANTS FOR ALL DOCUMENTED ACTIVITIES
Frequency/Percentage

Number of Participants	Type of Participant									
	Federal Teacher Center Project Staff (N/%)	Federal Teacher Center Policy Board (N/%)	Other Funded Teacher Center Staff/ Board (N/%)	LEA Teachers (N/%)	LEA Adminis-trators (N/%)	IHE Person-nel (N/%)	SEA Coordinator/ Staff (N/%)	Other SEA Staff (N/%)	Other Staff Development Programs (N/%)	Other (N/%)
1 - 5	131/44%	36/12%	9/ 3%	24/ 8%	32/11%	28/ 9%	75/25%	25/ 9%	16/ 5%	14/ 5%
6 - 10	19/ 6%	9/ 3%	3/ 1%	8/ 3%	10/ 3%	6/ 2%	3/ 1%	4/ 1%	5/ 2%	6/ 2%
11 - 25	20/ 7%	20/ 7%	8/ 3%	11/ 4%	4/ 1%	8/ 3%	---	4/ 1%	4/ 1%	3/ 1%
26 - 50	10/ 3%	9/ 3%	4/ 1%	15/ 5%	6/ 2%	6/ 2%	1/0.5%	1/0.5%	4/ 1%	2/ 1%
51 - 100	2/ 1%	15/ 5%	1/0.5%	5/ 2%	9/ 3%	3/ 1%	---	3/ 1%	---	1/0.5%
101 - 500	2/ 1%	---	3/ 1%	18/ 6%	7/ 2%	3/ 1%	---	---	---	---
501 - 1000	---	---	---	4/ 1%	1/0.5%	---	---	---	1/0.5%	1/0.5%
1000 or more	---	---	---	11/ 4%	2/ 1%	---	---	---	---	1/0.5%
Amount not Specified	12/ 4%	6/ 2%	6/ 2%	10/ 3%	13/ 4%	9/ 3%	7/ 2%	9/ 3%	8/ 3%	7/ 2%
Total	196/66%	95/32%	34/12%	106/36%	84/28%	63/21%	88/30%	46/16%	38/13%	35/12%

client group. Close to half (45%) of the technical assistance activities involving LEA teachers were targeted to groups larger than 100 people.

The area of dissemination, in proportion to the total number of activities documented in that area, claims the highest percentage of activities serving large groups. Approximately one-fourth (22%) of the services to administrators and more than half (56%) of those to teachers represent large-scale dissemination efforts. Examples of activities focused on large groups include statewide mailings to teachers and administrators on information describing Teacher Centers and related events.

Purpose of Activities

Information was sought about the purpose of each activity. Table 12 provides a rank ordered list, for each area of service, of the most frequently cited purposes for providing services. In the area or proposal development, with a total of 33 activities documented, activities were most often directed toward providing planning or design assistance, (16 activities/48% of all proposal development activities), followed next by providing or facilitating the exchange of information (12/36%), creating awareness and understanding of Teacher Centers (11/33%), and developing specific skills (9/27%). For the 211 services documented in the area of technical assistance, purposes that were cited most often were providing or exchanging information (112/58%), improving communications (83/39%), and developing specific skills (72/34%). For the 51 documented dissemination activities, primary purposes of the activities included creating awareness and understanding of Teacher Centers (35/69%), providing or exchanging information (28/55%), obtaining increased support for Teacher Centers (19/37%), and improving communications (17/33%).

Table 12

MOST FREQUENTLY CITED PRIMARY PURPOSE
FOR PROVIDING SERVICES IN EACH AREA OF SERVICE
Frequency/Percentage

Areas of Service	Rank	Primary Purpose	N/%*
Proposal Development	1	Provide Planning/Design Assistance	16/48%
	2	Provide/Exchange Information	12/36%
	3	Create Awareness/Understanding	11/33%
	4	Develop Specific Skills	9/27%
Technical Assistance	1	Provide/Exchange Information	122/58%
	2	Improve Communications	83/39%
	3	Develope Specific Skills	72/34%
	4	Provide Planning/Design Assistance	63/30%
	4	Generate Ideas for Activities	63/30%
	5	Increase Client Group Knowledge	62/29%
Dissemination	1	Create Awareness/Understanding	35/69%
	2	Provide/Exchange Information	28/55%
	3	Obtain Increased Support	19/37%
	4	Improve Communications	17/33%

* Percentages will not equal 100 percent because (1) this table does not include activities classified as "other" and (2) some activities are cited more than once because they were carried out in combination with other activities.

Further analysis of the data showed that providing and exchanging information was a purpose common to some activities across all three areas of service. Developing specific skills and providing planning/design assistance were often cited as a purpose for both proposal development and technical assistance activities; and, creating awareness and understanding about Teacher Centers was a purpose common to both proposal development and dissemination activities.

For many activities, multiple purposes were cited. Several examples will serve to highlight this. In all three areas of service, dual purposes often cited for a single activity were providing or exchanging information *and* creating awareness or understanding about Teacher Centers. Solely in the area of technical assistance, frequent combined purposes cited for an activity were: providing or exchanging information *and* (a) developing client skills or (b) providing planning/design assistance or (c) improving communication/networking.

Outcomes of Teacher Center Services

Services provided by states to their client groups are intended in some way to be helpful to those groups. One component of the documentation log sought information about the types of outcomes, anticipated or actual, that might be identified in relation to the activity described. All 295 activities that were documented reported outcome information. The total number of outcomes cited was 960 and, of these, 332 (35%) were reported as anticipated with 628 (65%) listed as actual. These percentages for all activities generally were the same for technical assistance outcomes. However, in the area of proposal development, 14 outcomes (21%) were listed as anticipated

and 53 (79%) were noted as actual, and 261 (40%) of the outcomes listed for dissemination services were anticipated and 491 (60%) were reported as actual.

Many activities (243/82%) cited multiple outcomes, yielding an average of about three outcomes per activity. With respect to each area of service, 19 (58%) of the proposal development activities included multiple outcomes, and 185 (88%) of the technical assistance activities and 39 (76%) of the dissemination activities reported more than one outcome.

Table 13 provides a description in rank order of the outcomes reported for each area of service. In the table, no distinction is made between actual and anticipated outcomes.

Proposal development outcomes showed that proposals were developed (29 activities/88% of all proposal development activities), skills or knowledge were increased (16/48%), written information was disseminated (7/21%), and/or a specific product was developed (6/18%). In the area of technical assistance, outcomes cited for about half or more of the activities indicated that skills or knowledge were increased (152/72%), Teacher Center project goals were supported (105/50%), and a Teacher Center project(s) was operating more effectively (101/48%). Additional outcomes of technical assistance noted frequently in the logs were increased use by clients of state or national resources (92/44%).

Dissemination of written information was noted most often (33 activities/65%) as an outcome, occurring for almost two-thirds of all activities documented in the area of dissemination services. Other outcomes noted for dissemination were increased skills or knowledge (21/41%), specific

Table 13

MOST FREQUENTLY REPORTED OUTCOMES
OF DOCUMENTED ACTIVITIES FOR EACH AREA OF SERVICE
Frequency/Percentage

Areas of Service	Rank	Outcome	N/%*
Proposal Development	1	Proposal Developed	29/88%
	2	Increased Skills/Knowledge	16/48%
	3	Written Information Disseminated	7/21%
	4	Specific Product Developed	6/18%
Technical Assistance	1	Increased Skills/Knowledge	152/72%
	2	Supported Project Goals	105/50%
	3	Teacher Center Operating More Effectively	101/48%
	4	Increased Clients' Use of Resources	93/44%
	4	Written Information Disseminated	92/44%
Dissemination	1	Written Information Disseminated	33/65%
	2	Increased Skills/Knowledge	21/41%
	3	Specific Product Developed	19/37%
	4	Supported Project Goals	17/33%
	5	Communication Network Established	15/29%

* Percentages will not equal 100 percent because (1) this table does not include activities classified as "other" and (2) some activities are cited more than once because they were carried out in combination with other activities.

product developed (19/37%), project goals supported (17/33%), and communication network established (15/29%).

Two types of outcomes applied to activities across all three areas of service: increased skills or knowledge and written information disseminated. Several outcomes were common to just two of the three service areas: supporting project goals was an outcome common to the technical assistance and dissemination areas; and, developing a specific product was an outcome cited for some proposal development as well as dissemination activities. Examples of specific products developed include updating and revision of curriculum; refinement and distribution of needs assessment survey; budget manual developed; brochure conveying Teacher Center philosophy developed; model for coordination of staff development programs and activities designed; inservice resource guide developed; contract developed; and plan for institutionalizing Teacher Center produced.

Resources, Including Funding

The delivery of services to Teacher Center projects or to client groups interested in developing Teacher Centers is accomplished through several types of support. For each documented activity, the respondent was asked to describe the approximate *amount of time* spent on the activity, the total *direct expenditures* required to carry out the activity, and whether or not *inkind contributions* were made. The findings are reported in the sections which follow.

Time Spent. Table 14 describes the amount of time spent by the state Teacher Center coordinator, regardless of source of funds for salary, and other SEA support staff whose salaries are paid in whole or part by

Table 14

AMOUNT OF TIME SPENT BY STATE
STAFF ON ALL DOCUMENTED ACTIVITIES
Frequency/Percentage

Amount of Time	Areas of Service			All Activities
	Proposal Development (N/%)	Technical Assistance (N/%)	Dissemination (N/%)	(N/%)
None	---	2/ 1%	1/ 2%	3/ 1%
Less than 1 hour	---	12/ 6%	8/16%	20/ 7%
1-2 hours	2/ 6%	11/ 5%	1/ 2%	14/ 5%
3-4 hours	3/ 9%	18/ 8%	7/14%	28/10%
5-10 hours	15/45%	38/18%	12/24%	65/22%
2-3 days	8/24%	48/23%	7/14%	63/21%
4-5 days	3/ 9%	47/22%	3/ 6%	53/18%
More than 5 days	2/ 6%	35/17%	11/22%	48/16%
Amount Not Specified	---	---	1/0.5%	1/0.5%
Total	33	211	51	295

the state entitlement from the federal Teacher Centers Program. For all activities combined, the state Teacher Center coordinator and other SEA staff spent one-half day or less per activity on 13 percent of the 295 documented services, and for about one-third (32%) of the activities their time ranged from one-half day (3-4 hours) to one and one-half days (5-10 hours) per service. The majority (55%) of activities, however, required two or more days of time on the part of state staff to carry out directly or to provide for the needed services. Of the 55 percent of activities requiring larger amounts of time, 21 percent of all documented activities involved 2-3 days of state staff time, another 18 percent required 4-5 days, and 16 percent required more than 5 days to provide the services.

In the area of proposal development services, close to half (15/45%) of the activities required 5-10 hours to carry out, followed next by an additional 8 activities (24%) which took 2-3 days to implement. More than half (130/62%) of the technical assistance activities required time expenditures of two days or more for delivery of services. Time spent on dissemination services varied considerably across the logs; the amount of time most often noted by the survey participants was 5-10 hours, followed next by a time requirement of more than five days, then less than an hour for implementation of a service. The nature of the task at hand, its scope and complexity, likely plays a role in the varying time-frames. For example, forwarding to Teacher Center project staff a national bulletin of interest to the client group would be substantially different from designing and producing a slide tape to exemplify model Teacher Center practices.

Direct Expenditures. Of the 295 documented activities, 46 activities (15%) reported no expenditures; 10 of the activities were in the area of proposal development, 25 were recorded as technical assistance, and 11 were dissemination activities. The remaining 259 activities combined showed expenses of $661,357. This figure for direct expenditures for services, when added to the figure for combined salary costs from the 10 percent state entitlements ($232,052) in the 32 states submitting logs, equals $893,409; this amount represents 83 percent of the 10 percent state entitlements to these 32 states. (That amount also reflects 69 percent of the total 10 percent state entitlements to the 44 states/territories who were eligible to participate in the documentation effort.)

Table 15 displays the major items for which expenses were incurred by the states to provide services in proposal development, technical assistance and dissemination. Combined expenses are also shown for each item of expenditure and for each area of service, as well as for all activities.

For *all activities combined*, the largest amount of money ($274,497/42%) was used to provide grants to Teacher Center projects. These grants represent 11 (4%) of the 295 documented activities, and the majority of these grants were classified as technical assistance. Four of the 11 grants involved relatively large sums of money ($154,647 distributed among eight projects; $42,500 distributed among seven projects; $20,000 distributed among four projects; and $20,000 distributed to two projects). These four grants total $236,997 and account for 86 percent of the $274,497 provided through grants. Examples of grants in a variety of price ranges include:

- expenses for policy board travel to national meeting; travel for project staff to documentation cluster meetings; secondary schools needs assessment and Teacher Center incorporation; ($5,000 grant);

Table 15

EXPENDITURES OF TEACHER CENTER FUNDS
BY TYPE OF ACTIVITY AND ITEM

Item of Expenditure	Areas of Service			All Activities
	Proposal Development	Technical Assistance	Dissemination	
Personnel	$2,462	$ 56,903	$19,412	$ 78,777
Materials, Supplies, Printing	1,882	31,476	24,761	58,119
Travel, Lodging, Per Diem	3,159	172,322	4,100	179,581
Meeting Rooms	---	450	1,400	1,850
Conference Registration	---	2,748	---	2,748
Grants to Teacher Centers	---	274,497	1,600	276,097
Other	15	56,655	7,515	64,185
Totals	$7,518	$595,051	$58,788	$661,357

- grant to each of seven Teacher Centers for policy board training in skills such as communications, effective meetings, decision making and problem solving ($42,350 total).

- expenses for Teacher Center materials and travel to national meetings for two Teacher Centers ($10,500);

- grant to each of four Teacher Centers to provide inservice education for policy board members; planning activities initiated by policy board and facilitating ongoing meetings; travel to national meetings to conduct project presentation ($20,000).

The grants provided directly to LEA's reflect the types of activities shown in Table 6, especially technical assistance activities such as supporting attendance at state, regional or national meetings/conferences and skills training for Teacher Center staff and policy boards. Also, the items of expenditure within the grants appear to reflect the same types of expenditures as other items listed in Table 14, such as personnel costs to support consultants to help address project needs or travel costs to meet with other groups within the state or beyond state borders.

Travel costs for all activities ranked second in amount of dollars expended ($179,581/27%), followed next but in considerably lower amounts by personnel costs* ($78,777/12%), other ($64,185/10%), and materials, supplies and printing ($58,119/9%). Examples of expenditures in the "Other" category included payment for released time for teachers, subscriptions, a $30,000 grant to offer computerized information retrieval services to eight Teacher Center projects, and a $20,000 grant to conduct an evaluation study.

Within the three areas of service, proposal development costs representing 23 logs were low, with total costs in that area of $7,518; this figure represents less than one percent of all activity costs for the 295 documented activities (excluding SEA staff time through inkind contributions or time provided through support of salary by the federal

Teacher Centers Program). The highest costs within proposal development were for travel ($3,159), followed next by personnel (consultant) costs* ($2,462) and office expenses ($1,882). Travel expenses, the highest item of expenditure in the area of proposal development, were most often provided to support the following activities:

- provide technical assistance for proposal development;
- critique draft of proposal;
- notify groups about pertinent information; and
- provide proposal writing training.

The purpose most often cited for travel expenses in the area of proposal development was "provide planning/design assistance," followed next in frequency by "develop client skills."

Technical assistance services, based on expenses reported for 186 activities, accounted for the largest amount of money (90%) among the three areas of service, with total expenditures reported at $595,051. In rank order, the most substantial expenses were for grants to Teacher Center projects ($274,497), followed next by travel ($172,322) and then personnel (consultant) costs ($56,903) and "other" ($56,655).

Elaboration on Teacher Center grants, the activity reporting the highest expenditures, was provided earlier in this section. A more detailed analysis of travel expenses, the second highest expenditure item in the area of technical assistance, showed that such costs were most often used to support the following activities:

*Personnel costs listed here are exclusive of salary paid to Teacher Center coordinators/staff; such costs reflect payment for consultants to assist client groups.

- provide financial support to attend state, regional or national conferences or workshops;
- provide linkage with groups;
- facilitate exchange of ideas;
- provide consultant services or training; and
- link client to consultants or experts in a given field.

Purposes most often cited for activities with travel expenses were:

- provide or exchange information;
- improve communication/networking;
- develop client skills;
- increase client knowledge of resources; and
- generate ideas for projects.

Dissemination expenses, as reported on 40 logs, amounted to $58,788 (9% of all costs documented on the activity logs) and most often reflected costs for materials, supplies and printing ($24,761), followed by personnel (consultant) expenses ($19,412). Lesser expenditures were for miscellaneous i... ($7,515), for travel ($4,100) and for meeting rooms ($1,400).

The highest cost category in the area of dissemination -- materials, supplies and printing -- most frequently reflected publication/distribution of written materials. Purposes most often cited for activities requiring expenditures for materials, supplies or printing were:

- create awareness/understanding;
- provide/exchange information;
- obtain increased support for Teacher Centers; and
- improve communication/networking.

In addition to examining the amount of funds expended for various items, it is also helpful to review the frequency with which funds are expended for the activities, focusing on both the purpose for the expenditure and the range in amount of dollars spent. Table 16 provides this information on all 259 logs which report direct expenses, and Tables 17, 18 and 19 provide this information for each of the three areas of service.

As shown in Table 16, of the 43 logs across all areas of service that reported personnel (consultant) expenses, all but one indicated personnel expenditures distributed along a continuum of costs ranging from $51 to $5,000. The majority of the personnel expenses, however, ranged from $201 to $2,000. Of the 81 logs reporting materials, supplies and printing costs, these expenses most often fell into the $201 to $500 range; and of the 167 activities which included travel costs, most often these expenses ranged from $201 to $1,000.

In the area of proposal development, as displayed in Table 17, frequency of expenditures was relatively low; travel costs were noted most often, and generally ranged (six activities) from $100 to $500. Technical assistance expenditures, as shown in Table 18, were most often used for travel, with such expenses cited for about two-thirds of the activities documented for technical assistance; travel costs for about half of the technical assistance activities with travel costs logged (70 activities) ranged from $201 to $1,000. The majority of personnel expenditures for technical assistance (19 activities) ranged from $201 to $2,000, and office expenses were generally distributed across the expenditure ranges. Dissemination expenses, as displayed in Table 19, most often reflected materials, supplies and printing costs and, in more

Table 16

EXPENDITURES FOR ALL DOCUMENTED ACTIVITIES BY AMOUNT
Frequency/Percentage

Amount of Expenditure in Dollars	Category of Expenditures						
	Personnel (N/%)	Materials, Supplies, Printing (N/%)	Travel, Lodging, Per Diem (N/%)	Meeting Rooms (N/%)	Conference Registration (N/%)	Grants to Teacher Centers (N/%)	Other (N/%)
None	252/85%	214/73%	128/43%	288/98%	287/97%	284/96%	284/96%
1 - 25	---	7/ 2%	2/ 1%	---	---	---	---
26 - 50	---	9/ 3%	14/ 4%	---	3/ 1%	---	---
51 - 100	3/ 1%	10/ 3%	12/ 4%	---	---	---	1/0.5%
101 - 200	4/ 1%	9/ 3%	18/ 6%	1/0.5%	1/0.5%	---	1/0.5%
201 - 500	8/ 3%	16/ 5%	45/15%	2/ 1%	2/ 2%	---	4/ 1%
501 - 1000	7/ 2%	10/ 3%	37/13%	2/ 1%	1/0.5%	---	2/ 1%
1001 - 2000	12/ 4%	7/ 2%	18/ 6%	1/0.5%	1/0.5%	1/0.5%	---
2001 - 5000	8/ 3%	7/ 2%	15/ 5%	---	---	2/ 1%	2/ 1%
More than 5000	1/0.5%	1/0.5%	5/ 2%	1/0.5%	---	8/ 3%	1/0.5%
Amount not specified	---	5/ 2%	1/0.5%	---	---	---	---
Total	295	295	295	295	295	295	295

Table 17

EXPENDITURES FOR PROPOSAL DEVELOPMENT ACTIVITIES BY AMOUNT
Frequency/Percentage

Amount of Expenditure in Dollars	Category of Expenditures						
	Personnel (N/%)	Materials, Supplies, Printing (N/%)	Travel, Lodging, Per Diem (N/%)	Meeting Rooms (N/%)	Conference Registration (N/%)	Grants to Teacher Centers (N/%)	Other (N/%)
None	30/91%	21/63%	19/58%	33/100%	33/100%	33/100%	33/100%
1 - 25	---	4/12%	---	---	---	---	---
26 - 50	---	1/ 3%	2/ 6%	---	---	---	---
51 - 100	---	3/ 9%	1/ 3%	---	---	---	---
101 - 200	---	---	5/15%	---	---	---	---
201 - 500	2/ 6%	3/ 9%	4/12%	---	---	---	---
501 - 1000	1/ 3%	---	1/ 3%	---	---	---	---
1001 - 2000	---	---	1/ 3%	---	---	---	---
2001 - 5000	---	---	---	---	---	---	---
More than 5000	---	---	---	---	---	---	---
Amount not specified	---	1/ 3%	---	---	---	---	---
Total	33	33	33	33	33	33	33

Table 18

EXPENDITURES FOR TECHNICAL ASSISTANCE ACTIVITIES BY AMOUNT
Frequency/Percentage

Amount of Expenditure in Dollars	Category of Expenditures						
	Personnel (N/%)	Materials, Supplies, Printing (N/%)	Travel, Lodging, Per Diem (N/%)	Meeting Rooms (N/%)	Conference Registration (N/%)	Grants to Teacher Centers (N/%)	Other (N/%)
None	178/84%	171/81%	68/32%	206/98%	203/96%	285/95%	205/97%
1 - 25	---	2/ 1%	2/ 1%	---	---	---	---
26 - 50	---	6/ 3%	12/ 6%	---	3/ 1%	---	---
51 - 100	3/ 1%	7/ 3%	8/ 4%	---	---	---	1/0.5%
101 - 200	4/ 2%	4/ 2%	13/ 6%	1/0.5%	1/0.5%	---	---
201 - 500	6/ 3%	7/ 3%	36/17%	1/0.5%	2/ 1%	---	2/ 1%
501 - 1000	4/ 2%	5/ 2%	34/16%	1/0.5%	1/0.5%	---	1/0.5%
1001 - 2000	9/ 4%	4/ 2%	17/ 8%	1/0.5%	1/0.5%	---	---
2001 - 5000	6/ 3%	4/ 1%	15/ 7%	---	---	2/ 1%	2/ 1%
More than 5000	1/0.5%	1/0.5%	5/ 2%	1/0.5%	---	8/ 4%	---
Amount not specified	---	2/ 1%	1/0.5%	---	---	---	---
Total	211	211	211	211	211	211	211

Table 19

EXPENDITURES FOR DISSEMINATION ACTIVITIES BY AMOUNT
Frequency/Percentage

Amount of Expenditure in Dollars	Category of Expenditures						
	Personnel (N/%)	Materials, Supplies, Printing (N/%)	Travel, Lodging, Per Diem (N/%)	Meeting Rooms (N/%)	Conference Registration (N/%)	Grants to Teacher Centers (N/%)	Other (N/%)
None	44/86%	22/43%	41/80%	49/96%	51/100%	50/98%	46/92%
1 - 25	---	1/ 2%	---	---	---	---	---
26 - 50	---	2/ 4%	---	---	---	---	---
51 - 100	---	---	3/ 6%	---	---	---	---
101 - 200	---	5/10%	---	---	---	---	1/ 2%
201 - 500	---	6/12%	5/10%	1/ 2%	---	---	2/ 4%
501 - 1000	2/ 4%	5/10%	2/ 4%	1/ 2%	---	---	1/ 2%
1001 - 2000	3/ 6%	3/ 6%	---	---	---	1/ 2%	---
2001 - 5000	2/ 4%	5/10%	---	---	---	---	1/ 2%
More than 5000	---	---	---	---	---	---	---
Amount not specified	---	2/ 4%	---	---	---	---	---
Total	51	51	51	51	51	51	51

than half of the activities with such expenses (16 activities), involved costs ranging from $100 to $1,000.

Inkind Contributions

For each documented activity, respondents were asked to note whether or not any inkind contributions were made in carrying out the activity. The specific amount of money or value of the contribution was not requested. Inkind contributions were noted for the majority (185/62%) of all documented activities. For each area of service, inkind contributions were made as follows:

- 24 (73%) of the *proposal development* activities received inkind contributions;
- 127 (60%) of the *technical assistance* activities benefited from inkind contributions; and
- 34 (67%) of the *dissemination* services were carried out with inkind contributions.

As shown in Table 20, inkind contributions were most often (164 activities/56%) made in the personnel category; this finding applies to all three areas of service and may reflect the time of state Teacher Center coordinators and other SEA staff whose salaries are not supported through their 10 percent state entitlements from the federal Teacher Centers Program. Contributions were also frequent in the office expenses category, with about one-fourth (70/24%) of all activities receiving support for materials, supplies or printing from the SEA. Inkind contributions to support travel, lodging or per diem expenditures were considerably less frequent (31/11%) than those reported in the previous two expense categories.

Table 20

INKIND CONTRIBUTIONS FOR ALL DOCUMENTED ACTIVITIES
Frequency/Percentage

Type of Inkind Contribution	Areas of Service			All Services
	Proposal Development (N/%*)	Technical Assistance (N/%*)	Dissemination (N/%*)	(N/%*)
Personnel	21/64%*	112/53%	31/61%	164/56%
Materials, Supplies, Printing	4/12%	51/24%	15/29%	70/24%
Travel, Lodging, Per Diem	2/ 6%	25/12%	4/ 8%	31/11%
Other	---	6/ 3%	---	6/ 2%

* The percentage represents the number of activities that reported inkind contributions. (i.e., 64% of the proposal development activities included inkind contributions for human resources).

CHAPTER 5

SELECTED DESCRIPTIONS OF STATE TEACHER CENTER SERVICES

Introduction

This chapter is designed to provide the reader with a perspective on state Teacher Center services to client groups through brief descriptions of selected activities in the areas of proposal development, technical assistance and dissemination. Examples were selected to reflect at least one documented service for each of the top ranked activities in each area of service (listed in Table 6). Selection criteria for the examples presented in this chapter also included variety among the activities; that is, to the extent possible, activities were chosen to reflect these characteristics: diverse delivery methods, varying providers and recipients of services, differing purposes and outcomes, and a wide range in resource utilization, including SEA staff time, direct costs and inkind contributions.

In essence, the intent of this chapter is to provide *concrete* but *brief descriptions of activities* that were *summarized* in the previous chapter according to characteristics selected for this study.

Proposal Development

Several examples of proposal development services by states to their client groups follow. Each example reflects one of the top-ranked proposal development services (as listed in Table 6).

Technical Assistance in Developing Proposals. One state reported planning and holding a one-day proposal writing workshop in January 1981.

Participants brought to the workshop drafts of their Teacher Center proposals which were critiqued by the state staff person assigned full time to Teacher Centers and consultants from higher education. Each consultant and the coordinator worked individually on the drafts with the writers. The purpose of the workshop was to help develop applicants' proposal writing skills and to assist in upgrading the quality of proposals before they were due to the states. Eleven people participated: three staff members from existing federal Teacher Centers, two policy board members from federal Centers, three teachers and three administrators.

The costs totaling $1,066 included consultant fees, materials and travel expenses for participants and consultants. The state contributed the staff person's salary and secretarial help. The workshop took the coordinator a total of three working days over a four (4) week period to plan, execute and conduct follow-up. The actual outcome described was eight proposals critiqued and rewritten.

Notification of Teacher Centers Application Process Statewide. Immediately following the publication of the December 8 Federal Register announcing the Teacher Centers Regulations and proposal deadline, one state agency initiated its statewide notification process. The person employed half time by the state agency with Teacher Center funds sent out a notice including proposal requirements and deadlines, and National Program Regulations to LEA's and IHE's. The correspondence also included information on the technical assistance and proposal writing training available through the state agency (including assistance in critiquing drafts) during the process. The purpose of the notification

was primarily to create awareness and understanding of the application process, and also of the services available from the state agency. The mailing went to about 300 administrators, teachers, higher education representatives, and federal Teacher Center project staff and policy board persons.

The expenses for printing and mailing were about $440. The salary of the state coordinator who assisted in the development of the state notification and application process was contributed by the state. It was reported that 75 school districts and/or schools replied. Ongoing contact was maintained by the state staff person, and a total of 15 proposals were developed and submitted for state review in February. The state staff person estimates that this activity took 14 working days.

Proposal Review. Although $50 is reimbursed by the federal Teacher Centers Program for each proposal reviewed and submitted by the state to the Applications Control Center, many states reported spending additional technical assistance money from their Teacher Centers' entitlements. One such example follows. A panel consisting of a teacher, an administrator and a professor from the state university reviewed and ranked three proposals during a one day period. Each panel member had been mailed the federal evaluation criteria, as well as information on the process prior to the review.

The state Teacher Center coordinator developed the mailings and review process, and reported expenses of $280 for telephoning, duplicating and mailing materials and for travel costs for the panel. His time (10 hours) was contributed by the state. The outcome reported was the review and ranking of three proposals.

Technical Assistance for Continuation Proposals. One SEA held a one day workshop in January, 1981 just for the existing Teacher Centers in that state. Training was provided in proposal writing, and technical assistance in proposal planning and development was offered by the state coordinator. The purpose of the workshop was not only to assist in skills development, but also to provide planning and design assistance, and to generate ideas for Teacher Center activities. Three Center directors and three policy board members attended.

Expenses for travel to the workshop and for materials totaled $600. The state contributed expenses for the coordinator to plan and conduct the session. At the time of completing the log, he anticipated two outcomes: increased skills in proposal development and three proposals resubmitted.

Technical Assistance

The examples which follow describe varied services that were provided by the states in the area of technical assistance. Each example reflects one of the types of technical assistance services (as shown in Table 6) most often provided by the states.

Providing Linkage with Other Groups. Several states reported on how they were attempting to develop the role of teacher centering in state plans for staff development. One of these states, for example, is developing a task force representing the teachers' association, the state system of higher education, the school board administrators' association, the school administrators' confederation and teacher centers. (The planning for developing the role of teacher centering was logged in FY 1980.) The purpose of the activity as it relates to Teacher Centers is to obtain increased support for them. The state coordinator, the Center director, other state agency staff, higher education personnel, and education professional organizations have been involved in the planning.

Costs to date total about $5,750 covering consulting fees, materials, printing and travel. The SEA has contributed staff time for 10 days of the coordinator's time.

The coordinator states that a key outcome of this effort is increased statewide awareness of the role of teacher centering and a formal decision by the SEA as to that role. Further, the work will provide a basis for a decision about teacher centering and block grants, should block grants become a reality.

Financial Support for Attendance at Workshops and Conferences. The category of support for travel covers a myriad of purposes: providing the opportunity for teachers, policy board members and Center staff to participate in conferences for their professional growth; providing the opportunity for policy board members to visit other centers; providing supplementary funds for cluster activities; encouraging networking by bringing various kinds of staff development programs together, statewide; and sending Center staff to conferences in content areas of a Center's need. Two examples will be described below.

One coordinator reported bringing together directors and policy board members of federally funded Centers, non-funded Centers, and persons interested in starting Centers to support and help one another. This state brought these people together monthly at different Centers throughout the state. Outside consultants, along with the state coordinator, provided the content for the meetings. Participants included 54 individuals from the following groups: federal Teacher Center project staff and policy board members, Teacher Center staff or board members funded through sources *other than* the federal program, local teachers, administrators and higher education personnel.

Annual costs for these activities are reported at $4,000, including personnel, materials, travel and indirect costs. The SEA contributed personnel and printing costs. The coordinator reported spending five days facilitating this activity. Outcomes included: increased skills and knowledge for participants, increased effectiveness in operating Teacher Centers; communications networks developed; goals of Teacher Centers supported.

Another state reported sending members of policy boards to visit other Teacher Centers. This activity was done twice during the year for the purpose of linking policy board members with other Centers and providing a vehicle through which Teacher Center projects could exchange information and ideas.

Five board members made site visits costing $142.58 in travel costs. The state coordinator, whose time was contributed by the state agency, estimated that the planning and arranging for these visits took two days. The outcomes were: to establish communications networks among policy board members from other projects, and to increase the effective operation of the Teacher Center.

Linking Clients with Consultants. The state role of linking client need with consultant resources to meet those needs is illustrated by the following two examples. In one state having eight federally funded Centers, a computerized information retrieval system to be used by teachers served by those projects was funded by the state from its entitlement. The purpose of the system is to provide necessary information to teachers quickly and efficiently.

In this case, an outside consultant was hired by the state coordinator to provide the service to potentially thousands of teachers at a

cost of $30,000 to set up the system. The time that the coordinator estimates having spent on the planning and development of the service is 10 days. The outcomes were: increased knowledge for teachers, increased use by teachers of state or national resources, and written information disseminated.

In the second example, the SEA provided a science consultant to one Teacher Center over a two-day period. The purpose of the consulting was to provide planning and design assistance for Center activities in the identified need area of science and to increase knowledge of the Teacher Center staff about resources in the science field. In this case, state agency staff other than the state coordinator provided the consulting. A total of 17 recipients were identified: federal project staff, federal project board members and local school teachers.

The expenses from the state entitlement were $46.08 for travel. The SEA contributed the coordinator's personnel expenses for SEA consultants. The outcome of the match up between consultants and Center need in science education was documented as increased skills and knowledge in that area.

Accessing State and Federal Resources. One state reported a series of two site visits to each of three federally funded Centers to discuss technical assistance needs and to plan the year's program in an effort to help clients access state and federal resources to serve their needs and to clarify and respond to identified needs. The coordinator provided this service to an estimated total of 53 Teacher Center project staff, policy board members, administrators and higher education personnel.

These site visits cost $130 in travel expenses and took about six days of the coordinator's time which were contributed by the SEA. The

outcomes were increased skills and knowledge and more effective operation of the Centers.

Providing Services and Training. Another state reported policy board training focused on issues of secondary teacher participation in Teacher Center activities. (Special needs identified were basic skills and curriculum development.) Consultants were used from a Teacher Center in another state to provide the training.

A total of $360 was used to pay for travel of the consultants who charged no fee. The coordinator spent minimal time coordinating the activity, and her salary expenses were contributed by the SEA. The outcome was characterized as support of goals of the Center.

Contracts/grants to Teacher Centers. Contracts and grants to Teacher Centers from SEAs cut across many purposes. Two examples are presented below.

One SEA contracted with each of four centers to utilize a total of $20,000, 50% of its state entitlement, for the following purposes: each Center provided inservice education for members of the four policy boards; assisted with the implementation of the Center's program; disseminated information; and facilitated the evaluation of ongoing activities. The SEA contributed all salary expenses for personnel and all materials and supplies expenses, as well as the staff to formulate and process the four contracts. The outcomes of the contracts included providing increased skills and knowledge, increased use by Centers of state and national resources, and support of evaluation activities.

In a second example, the state provided a grant in the form of a memo of understanding with the Center to support policy board travel, policy board training and support of an independent evaluation, all totaling $9,000.

The coordinator's time, estimated at three days to prepare the agreement with the Center, was contributed by the SEA. Outcomes included supporting the goals of the Center, supporting evaluation activities and assisting the Center in operating more effectively.

Dissemination

The following examples illustrate a variety of services provided by the SEA's in the area of dissemination. Each example reflects one of the top ranked types of dissemination activities (as shown in Table 6).

Publications About Teacher Centers. In addition to the many newsletters and brochures that states produce and/or distribute about their federal Centers, several states reported developing special booklets and monographs. One example is a booklet entitled, "Participant Planned Staff Development." During a six-month period, the state Teacher Center coordinator and a support staff member paid out of Teacher Center funds, worked with other state agency staff and a private consulting firm to develop this booklet. Tasks involved editing, overseeing production consultants and working with an advisory committee representing Centers and other groups on drafting and revising the document. The purpose of the booklet was to create awareness and increased understanding of Teacher Centers and to provide information. Four thousand five hundred (4,500) booklets were distributed to local teachers, school district administrators, higher education personnel, state agency staff, and personnel from other staff development programs, including Teacher Corps.

A total of $7,500 was paid to the consulting firm from the state entitlement. The SEA donated staff time and all materials and supplies. The SEA Coordinator and support staff spent more than 10 working days on

this activity. Outcomes include the development and distribution of the booklet, and encouragement for establishing staff development approaches consistent with Teacher Center philosophy, statewide.

Providing Financial Support for Dissemination Activities. One state reported printing and distributing a Teacher Center newsletter statewide in May, 1981. The purpose of the newsletter was to create awareness and understanding of Teacher Centers and to provide information. The newsletter was written by Teacher Center project staff and distributed by the state to 1500 local school teachers and administrators. Expenses from the state entitlement for printing and mailing were $1,000. The state coordinator's total time of one day was contributed by the SEA.

Providing Technical Information. One state chose to provide technical information about Teacher Centers by visiting key staff within the SEA and visiting key staff from major professional agencies. The coordinator reported a total of six such visits for the purpose of building awareness of, and obtaining increased support for, the program in the state.

A total of 16 key personnel were visited at an expense of $150 for travel and printed handouts. The visits required three working days, and the coordinator's salary was contributed by the SEA. The coordinator anticipated that the visits would increase understanding about Teacher Centers.

Promoting Public Awareness of Teacher Centering. One state developed a public/community relations program designed to promote greater awareness of teacher centering. In this case, speakers were provided and presentations were made to state professional and community groups interested in learning about Teacher Centers. The coordinator worked

with the Centers in the state to develop the program. It was reported that teachers, administrators, higher education personnel, parent teacher organizations and church groups received the service.

Expenses totaled $1,000 for printing, personnel expenses for the Teacher Center projects, plus travel. The SEA contributed supplies and materials and staff time totaling about 10 hours. The outcomes anticipated by this public relations program were the establishment of a communications network and increased awareness and support of teacher centering in the state.

Audio Visual Productions. One state coordinator reported working with the technical assistance team from the SEA, personnel from the state educational television channel and Teacher Center project staff to produce a program to be shown statewide on educational television. The program was filmed over a three week period, during which time Teacher Center project staff wrote the script.

A total of $260 from the state entitlement was used for travel expenses during the filming. The state agency contributed salary expenses for the coordinator and the SEA technical assistance team, salary and expenses for 10 staff members of the educational television station, and materials and equipment. The coordinator estimates having spent a total of 17 days on this activity. The outcomes included a 30 minute film program, statewide exposure to federal Teacher Centers and increased support for Teacher Center goals.

CHAPTER 6

SUMMARY AND RECOMMENDATIONS

Introduction

This report has described briefly the participants in the study and background information on the state Teacher Center coordinator and other SEA staff whose salaries are paid in whole or part through the federal Teacher Centers Program, and has detailed the services logged by 32 states reflecting the use of their 10 percent state entitlements. Descriptions of selected activities were also provided as a sample of the various services that were documented. Findings were generally described for all services combined, as well as for each of the three areas of service, as defined for this study: proposal development, technical assistance and dissemination. The sections which follow summarize and discuss the major findings and provide suggestions for future consideration.

Overview and Methodology

The documentation effort, sponsored by the National Teacher Center Resource Center, involved the collection of data on two separate forms from states receiving federal Teacher Centers Program funds and who agreed to participate. A background survey was used on a one-time basis to collect information on Teacher Center coordinators with respect to their *level in the organizational structure* in relation to the Chief State School Officer, *unit* to which they are assigned, *time*

allocated for their Teacher Center role, and *additional roles* of the coordinators. It also sought information on *salary and time allotments* for SEA clerical and professional staff whose salaries are supported in whole or part through the state entitlements.

The major focus of the study was the documentation by states of the proposal development, technical assistance and dissemination services provided to their Teacher Center client groups. Activities were recorded using a pre-de .gned format which was primarily objective but also included open-ended response options. Logs were collected on a three-phase time basis, with due dates for submission of logs to the Resource Center of December 15, 1980, February 15, 1981 and May 1, 1981.

Data collection and follow-up were carried out by the Resource Center from October 1980 to June 1981, with data analysis conducted by the Curriculum Research and Development Center, a part of the Institute of Human Science and Services of the University of Rhode Island.

The reader is reminded that the activities reported herein reflect activities reported by the states in using their 10 percent state entitlements to provide services to federally funded Teacher Centers and those interested in Teacher Centers. The documentation effort and this report do not include other services of the states to serve Teacher Centers which were not supported by the federal Teacher Centers Program.

Participants in the Documentation Effort

Of the 44 states/territories eligible to participate because they have one or more Centers funded through the federal Teacher Centers Program, 32 states (73%) chose to do so and submitted both the background

survey and activity logs. An additional eight states had agreed to participate, but submitted only the background survey; therefore, background information was reported for 40 states (91%).

The state entitlements to the 32 states who documented activities amount to $1,076,621, which is 83 percent of the $1,289,430 reimbursed to all 44 states/territories by the federal Teacher Centers Program. Nineteen of the 32 states reported no use of state entitlements to support salary; the remaining 13 states earmarked $232,052 for salaries, which represents 22 percent of their total state entitlements. The 32 states provided logs of activities which account for an additional $661,357, which is 61 percent of their total state entitlements. The combined salary and activity costs total $893,409, which represents 83 percent of the total entitlement for the 32 states.

Background Survey Highlights

Background information from the 40 states who responded to the one-time survey indicated that most Teacher Center coordinators, in related to the Chief State School Officers as level one, are located within *levels three through five* in the organizational structure of their SEA's and are *assigned to Staff Development/Inservice Education and/or Teacher Education/Certification units*. The majority of the coordinators are *assigned responsibility for their Teacher Center role 15 percent or less of their time*, and their most common *additional roles are NCSIE delegate, Teacher Corps liaison, and teacher certification official.*

In addition to the state coordinator, five of the 40 states have clerical support staff and nine states have professional support staff whose salaries are paid in whole or part through the state entitlements to serve federally funded Teacher Centers. The amount of time contributed by support staff varies widely among the states.

Finally, only 14 of the 40 states use any portion of their state entitlements to support salary costs; therefore, 26 of the 40 states have available all of their federal Teacher Center Program funds for program efforts and, of the other 14 states, 13 spend 45 percent or less of their state entitlements on salary, leaving 55 percent or more of their federal funds available to support program activities.

Highlights on Providing Services to Teacher Centers

The descriptions provided by 32 states of the 295 activities they documented convey an interesting assortment of services delivered through the 10 percent entitlements to states from the federal Teacher Centers Program, services supplemented in many instances (183/62%) by state inkind contributions. The majority of the documented activities (211/72%) were classified as technical assistance, but also included were proposal development (33/11%) and dissemination services (51/17%). Further, the purpose and type of activities documented appear to reflect fulfillment of the intent and objectives of the state role in serving Teacher Centers, and the reported outcomes reflect the intent of providing information about Teacher Centers, increasing skills amount Teacher Center project staff and policy boards, and enhancing attainment of project objectives.

The summary which follows describes the major findings regarding each aspect or characteristic of the services which are represented in this report.

Time Span

- Single events/activities (203) were completed at a fairly consistent rate during the 12-month period covered by the documentation effort, with the exception of December 1980 and January 1981 as peak months.
- For activities which were continuous or occurred at periodic intervals (92), the frequency most often cited was 5-6 times per year, followed next in frequency by twice a year.

Method

- The majority of activities were carried out using a single delivery method.
- Most frequently cited delivery methods for each area of service were:

  proposal development - telephone, written correspondence, meeting at the local site;

  technical assistance - workshop or conference, on-site meeting, meeting at location other than the Teacher Center site;

  dissemination - written correspondence, on-site meeting, meeting at location other than the Teacher Center site.

Activities

- The two top-ranked activities for each area of service were:

  proposal development (33 activities documented) -

  (1) providing technical assistance in planning or developing a proposal (18/55%), and

  (2) notifying groups about pertinent information (17/52%);

  technical assistance (211 activities documented) -

  (1) providing linkage with groups (79/37%), and

  (2) providing financial support for travel to attend state, regional or national meetings or conferences (73/35%);

  dissemination (51 activities documented) -

  (1) publishing and/or distributing written information (30/59%), and

  (2) providing financial support for preparation of materials (14/27%).

- Technical assistance activities that involved linking clients to consultants/experts in a given area or with Teacher Centers or related groups often occurred in combination with other activities, such as:

  responding to technical questions;

  providing services/training;

  helping clients access state or federal resources to serve the needs of the Teacher Center project; or

  providing financial support for attendance at state, regional or national meetings or conferences.

Providers of Service

- State Teacher Center coordinators are clearly the most frequent providers of service in all three areas of service; other SEA staff is the group consistently ranked second in frequency of providing services, and placing third as service providers are Teacher Center project staff.

- A review of combinations of role groups in providing services showed that:

  for proposal development and dissemination - the State Teacher Center coordinator most often provided these services alone or with involvement from other SEA staff; and

  for technical assistance - the State Teacher Center coordinator generally provided these services alone or with SEA staff or Teacher Center project staff.

Recipients of Service

- The two client groups most often served, in each area of service, were:

  proposal development

  (1) federal Teacher Center project staff, and

  (2) LEA administrators;

  technical assistance

  (1) federal Teacher Center policy boards, and

  (2) federal Teacher Center project staff;

dissemination

(1) LEA teachers, and

(2) federal Teacher Center project staff and LEA administrators.

- Within each area of service, Teacher Center project staff was the client group most often cited, emerging in 60 to 80 percent of the activities as a client group served. For each of the top ranked activities in each area of service, Teacher Center project staff always ranked first or second in frequency as beneficiaries of the services provided.

- In numbers of participants, Teacher Center project staff most often received state services, followed next by LEA teachers and the federal Teacher Center policy board members.

- The majority of activities were implemented to serve small groups, with a group size of one to five people most frequently cited for all client groups. For each area of service, the findings on group size indicated the following:

proposal development

services most often provided to groups of 10 or less people;

technical assistance

services most often provided to groups of one to five people, with the exception of a single client group; close to half of the technical assistance activities involving teachers were targeted to groups larger than 100 people;

dissemination

greater mix of small and large group activities, with this area of service claiming the highest percentage of activities serving large groups.

Purpose of Activities

- The two most frequently cited reasons for activities in each area of service were:

proposal development

(1) providing planning or proposal design assistance, and

(2) providing or facilitating the exchange of information;

technical assistance

(1) providing or exchanging information, and

(2) improving communications;

dissemination

(1) creating awareness and understanding of Teachers Centers, and

(2) providing or exchanging information

- For many activities, multiple purposes were reported.

Outcomes

- All 295 documented activities reported anticipated and/or actual outcomes, and most activities cited multiple outcomes.
- The two most frequently cited outcomes, whether anticipated or actual, for each area of service were:

proposal development

(1) proposal developed, and

(2) skills or knowledge increased;

technical assistance

(1) skills or knowledge increased, and

(2) project goals supported;

dissemination

(1) written information disseminated, and

(2) skills or knowledge increased.

Resources, Including Funding

(Time Spent)

- The majority of all documented activities required two or more days of time on the part of state staff to carry out the needed services.
- For each area of service, the following amounts of time to provide services were most often noted:

  proposal development and *dissemination* - 5 to 10 hours;

  technical assistance - two or more days.

(Direct Expenditures)*

- Of the 295 documented activities, 46 reported no expenditures; the remaining 249 activities combined showed expenses of $661,357, a figure which, when combined with salary costs from the 10 percent state entitlements to the 32 states ($232,052) equals $893,409 and accounts for 83 percent of the funds to those states from the federal Teacher Centers Program.
- For all activities combined, the largest amount of money ($274,497/42%) was used to provide grants to Teacher Center projects; the large majority of these were technical assistance grants and generally reflect kinds of services documented by the states in the technical assistance category.
- Travel expenses were the second most frequently cited item of expenditure ($179,581/27%) and generally provided for attendance of Teacher Center project staff and policy boards at state, regional or national meetings, or supported travel costs for consultants to provide training and other services.
- Within each area of service, the major findings were:

  proposal development

  costs were generally low, reflecting less than one percent of all direct expenditures reported; the highest costs for proposal development supported travel;

*Direct expenditures exclude salary costs for the state Teacher Center coordinator, or for other SEA staff whose salaries are paid in whole or part through the federal Teacher Centers Program.

technical assistance

most (90%) reported costs were logged for this area of service, with the most substantial expenses required, in rank order, for grants to Teacher Center projects, travel, and then personnel (consultants, non-SEA staff);

dissemination

9 percent of all direct expenditures were logged for this area of service, and costs most often reflected materials, supplies or printing, followed next by personnel expenses.

(Inkind Contributions)

- Inkind contributions by SEA's were noted for the majority (185/62%) of all documented activities, and were most often made in the personnel (SEA staff) category; contributions of materials, supplies or printing services were also provided in about one-fourth of the activities.

Discussion

The purpose of the documentation effort was to describe the ways in which Teacher Center services were provided by states during FY 1980 (1980-81) and share the findings with key groups. Based on the findings, three points of interest have been identified for discussion and are presented here in an interpretative manner.

The topics selected for discussion are: networking, clients of state Teacher Center services, and the role of SEA staff in providing services. Each of these topics will be treated separately in the following sections.

Networking. An underlying theme of networking emerges when the primary activities (reported in Table 6) are viewed as a whole. The format for these activities involved both written communications and face-to-face interaction, but more often reflected the latter through meetings on- or off-site and workshops or conferences.

Networking may be viewed within the context of dissemination, as defined by the National Institute of Education (NIE), which has adopted a broader perspective on dissemination than the more focused definition of dissemination used on the documentation effort. The NIE definition of dissemination includes four levels: (1) one-way sharing of information (from sender to receiver), (2) two-way communications, (3) informed choice in adopting or adapting changes to improve practice and (4) implementation. Many of the activities reported by the states reflect these levels of dissemination.

Networking involving one-way and two-way (levels 1 and 2 of dissemination) communications was evident in activities such as notifying groups about deadlines, regulations, etc., for proposal development and in publishing and distributing written information about Teacher Centers and their activities (dissemination, as defined in this documentation effort). Crossing NIE's levels two, three and four of dissemination are many of the technical assistance activities. Examples include: providing linkage to other Teacher Centers or relevant groups and providing financial support for attendance at state, regional and national meetings or conferences, linking clients to consultants or experts in a given area of need as identified by Teacher Center project staff and policy boards, and providing training.

Purposes cited for the activities often reflected networking within the various levels of dissemination. For example, providing and exchanging information was a purpose common to some activities across all three areas of documented services. Developing specific skills and

providing planning/design assistance were often cited as a purpose for both proposal development and technical assistance activities, or creating awareness and understanding about Teacher Centers was a purpose common to both proposal development and dissemination activities.

Outcomes also reflected the effects of networking at the different levels of dissemination. The two types of outcomes often reported across all three areas of service were increased skills or knowledge and written information disseminated. An outcome common to both technical assistance and dissemination was supporting project goals, and for proposal development and dissemination, a frequently cited outcome was product development.

A further note on networking pertains to the providers of service. Although the state Teacher Center coordinator and SEA staff within the state are most often cited as service providers, Teacher Center staff and coordinators from other states emerged fairly often as service providers. This latter group was involved, alone or in combination with other service providers in nine (27%) of the 33 proposal development activities, 27 (13%) of the 211 technical assistance activities, and 10 (20%) of the 51 dissemination, bringing their total involvement as providers of service to 46 (16%) of the 295 documented activities. The use of SEA staff from other states appears to exemplify some of the benefits of networking among the states through meetings such as the cluster meetings and regional meetings, plus regional and national meetings of the Resource Center and national meetings sponsored by the federal Teacher Centers Program.

Clients of State Teacher Center Services. In the areas of proposal development and dissemination, client groups often included in addition to Teacher Center staff and boards, teachers and administrators from LEA's or IHE's who are or may be interested in developing a Teacher Center or at least in knowing what's happening in this area of educational services to teachers. However, the 10 percent state entitlements are provided to SEA's to provide technical assistance (which included proposal development as a separate category in this study) and dissemination services to Teacher Center projects funded through the federal Teacher Centers Program. The 295 documented services, as might be expected, largely reflect services to the primary target group, the Teacher Center projects, and heavily represent within this group both project staff and policy boards.

In the technical assistance category, where the majority (211/72%) of the activities were logged, federal Teacher Center policy boards are most often cited as the recipients of service through their involvement in three-fourths (157/75%) of all technical assistance activities. Ranked second as clients of technical assistance services are Teacher Center project staff who were noted as clients in slightly more than two-thirds (144/68%) of all technical assistance services provided through the SEA's.

These findings reflect a relatively high frequency of services to the decision-making body of the Teacher Center project, groups comprised of a majority of teachers. They also indicate a high concentration of services to those charged with responsibility for carrying out the daily tasks that have been identified by the projects to achieve their goals. These results, along with efforts to serve other client groups

where appropriate, appear to mirror the intent and objectives of the federal Teacher Center's Office in providing the 10 percent entitlements to SEA's.

Role of SEA Staff as Service Providers. State Teacher Center coordinators are often housed within SEA units such as Staff Development/Inservice Education and/or Teacher Education/Certification. In addition to other roles which they often serve, such as NCSIE delegate and Teacher Corps representative, the majority allocate about 15 percent or less of their time to fulfilling their Teacher Center responsibilities. Five states have clerical support staff and nine states have professional staff (paid in whole or part through the federal Teacher Centers Program) in addition to the designated state coordinator to provide Teacher Center services. The amount of time contributed by these staff members varies widely among the states.

Findings from the 295 documented services indicate that the state Teacher Center role becomes operational often by direct involvement of the state Teacher Center coordinator and other SEA staff in providing services to client groups. These two groups were ranked first and second, respectively, in providing services in all three areas - proposal development, technical assistance and dissemination. On a relative basis, other groups as providers of service were involved on a considerably less frequent basis.

Another noteworthy finding by its absence is that outside consultants were not ranked among the top four providers of service in any of the three areas of service. This seems to reflect heavy emphasis on the use of SEA staff primarily, but also includes substantive involvement

of two other groups. Teacher Center project staff provided, alone or in combination with other groups, six (18%) of the documented proposal development services, 40 (19%) of the technical assistance services, and 10 (20%) of the dissemination services. Teacher Center project and SEA staff from other states provided, alone or with others, nine (27%) of the proposal development services, 27 (13%) of the technical assistance services, and 19 (20%) of the dissemination services. As previously noted, the findings on providers of services likely reflect benefits of networking both within a state and among the states.

Recommendations

Several recommendations are offered based on the findings of the FY 1980 documentation effort. The recommendations reflect both program and process suggestions.

Program recommendations are presented first and relate to each of these groups: the federal Teacher Centers Program, the Resource Center, and SEA's. These include:

- *If the federal government continues to endorse a role for states to provide technical assistance and dissemination services, then state entitlements should be continued* because the activities documented appear to reflect fulfillment of that role. However, *further attention should be given to the provision by SEA's of grants to Teacher Center projects.* Whereas the actual number of grants is relatively small (11), the amount of direct expenditures in this category is relatively large ($274,497/42%). The granting process should be examined further to determine when or in what circumstances this process might be appropriate or desirable or, conversely, if it should be discouraged or disallowed.

- *At the levels of the federal Teacher Centers Program, the Resource Center and SEA's there should be a continued effort to promote and strengthen networking.* This concept was predominant among the 295 documented activities and apparently is viewed by the groups who foster networking as an effective strategy for delivering services and assisting client groups to achieve their goals. (The client perspective will be addressed in the process recommendations.) Also, networking would be especially critical if a shift is made by the federal government to provide consolidated programs/block grants to local and state agencies and to institutions of higher education.

- *States should examine,* possibly through a needs assessment, the *targeting of their services at the appropriate level of dissemination (as defined by NIE) to meet the needs of client groups who are at different stages and levels of skills development.* Whereas states may generally be operating at appropriate points within the NIE dissemination continuum, services to Teacher Center projects and other client groups might be strengthened through greater awareness of this concept among SEA staff. Training in dissemination for SEA coordinators might be required.

  Similarly, *the Resource Center should consider conducting a needs assessment to determine the training and information needs of its client group.*

Two recommendations of a process nature are offered. These recommendations refer to possible future efforts on documentation of SEA service to Teacher Centers.

- *Information needs/questions of policy level decisionmakers and other key groups involved with Teacher Centers should be identified in advance of any further documentation efforts. The questions raised should provide a framework for decisions about responsibility for documentation* (e.g., the Resource Center or others) *and methodology* (several alternatives regarding method are presented in the next recommendation).

  Examples of questions that might be raised for possible study include:

  Should the role of the states be continued? If so, according to its present mission or with minor or major alterations?

  Should other groups be considered to provide services currently being provided by SEA's? If so, on what basis will decisions be made?

Are services being provided in a cost-effective manner and is the benefit of the services commensurate with the level of federal (and state) effort?

The documentation findings reported herein should be reviewed by Teacher Center policymakers as one source of information pertaining to delivery of Teacher Center services through the SEA's.

- *Alternatives to the present documentation design should be explored.* The current (FY 1980) and previous year's (FY 1979) documentation strategies were developed as a first step in describing SEA services to Teacher Centers, and in the FY 1980 documentation the vast majority of funds (83%) were accounted for, reflecting both staff time and activities. The diverse activities described in this report, however, present but a limited picture of delivery of services by SEA's to their clients. Therefore, several examples of alternatives (non-exclusive of each other) to the current design are highlighted and presented in priority order:

  identify states who are viewed as successful in deliverying Teacher Center services, and examine the characteristics common to these states and share the findings among all states to guide the improvement of SEA services in the Teacher Center field;

  conduct case studies in several states to provide an indepth perspective on the functioning of states in delivering services, the types of SEA - client group interaction, and the issues and problems encountered and the goals achieved;

  obtain client group perceptions of the utility and effectiveness of SEA services, a type of information which could be used to help define success (1 above), or to assist in selecting sites for indepth study (2 above), or to examine already available documentation information as a basis for further interpretation of the findings;

  consider expanding the documentation of SEA Teacher Center services beyond those paid for in whole or part beyond the 10 percent state entitlements because it appears that many of the state entitlements contribute just a portion, in some cases only a small portion, of the total state effort to serve the Teacher Centers within their borders; the current, limited documentation perspective may present a somewhat false picture of the level of effort and services provided by some states to support Teacher Center projects and activities.

Appendix A:

INSTRUMENTS

BACKGROUND INFORMATION: STATE TEACHER CENTER COORDINATORS AND SUPPORT STAFF

(July, 1980 - June, 1981)

This is a "one-time only survey." Please complete and return this form by December 15, 1980

to: Margaretta L. Edwards, Assistant Director
National Teacher Center Resource Center
235 Promenade Street
Providence, RI 02908

STATE: _____ RESPONDENT: _____

A. BACKGROUND OF STATE TEACHER CENTER COORDINATOR. *(Provide information here for the person who officially holds this position.)*

1. Name of Coordinator: _____

2. Unit to which coordinator is assigned (e.g., *Teacher Certification*): _____

_____

3. Within the organizational structure, the level of the coordinator is: (Check one.)

(Note: The Chief State School Officer would be Level 1, his/her second in charge would be Level 2, etc.)

_____ Level 1 (Chief State School Officer)

_____ Level 2

_____ Level 3

_____ Level 4

_____ Level 5

_____ Other (specify): _____

4. Additional organizations/groups or roles in which the state Teacher Center coordinator serves: (Check all that apply.)

_____ NCSIE Delegate

_____ Teacher Corps liaison

_____ Teacher Certification

_____ Title IV

_____ Dissemination Capacity Building

_____ NASDTEC, voting member

_____ College Approvals

_____ Other (please specify): _____

_____

_____

B. ADDITIONAL INFORMATION ABOUT TEACHER CENTER COORDINATOR AND BACKGROUND INFORMATION ABOUT PROFESSIONAL AND CLERICAL TEACHER CENTER SUPPORT STAFF. *(Line 1 should describe the official Teacher Center coordinator. Information on support staff should be provided only if their salaries are paid in whole or part from the 10 percent support from the Federal Teacher Centers Program.)*

NAME	POSITION		% OF TIME ASSIGNED TO TEACHER CENTER DUTIES	AMOUNT OF $ ALLOCATED FOR SALARY	% OF FEDERAL TEACHER CENTER BUDGET THIS REFLECTS
	EXACT TITLE	PROGRAM AREA			
1.			%	$	%
2.			%	$	%
3.			%	$	%
4.			%	$	%

THANK YOU!

LOG FOR DOCUMENTING TEACHER CENTER ACTIVITIES

SUPPORTED BY THE FEDERAL TEACHER CENTERS PROGRAM

(July, 1980 - June, 1981)

DIRECTIONS

1. Include only those activities involving the 10% federal funding.
2. For activities that are ongoing or repeated at regular or frequent intervals, fill out this form only once. For all other activities, use one log form per activity.
3. Please return documentation logs to Margaretta L. Edwards, Assistant Director, National Teacher Center Resource Center, 235 Promenade Street, Providence, RI 02908

   by December 22, 1980 for all activities completed between July-November, 1980;

   by February 15, 1981 for activities completed during December, 1980 and January, 1981; and

   by May 1, 1981 for activities completed between February-April, 1981 and for anticipated activities during May and June, 1981.

NAME OF STATE: _____ RESPONDENT: _____

1. Briefly describe the activity: _____

   _____

2. Respond to either Question 2a or 2b; if documenting a single activity, fill in 2a, but if documenting a continuous or periodic activity (e.g., quarterly newsletter, regular telephone contact with centers), respond to 2b.

   2a. The date(s) of the activity was: _____

   2b. The activity takes place about: (check one)

   _____ twice a year

   _____ three times a year

   _____ four times a year

   _____ five or six times a year

   _____ monthly

   _____ bi-weekly

   _____ weekly

   _____ daily

   NOTE: Fill out a log only once for an activity that fits under 2b.

3. The primary method(s) by which the service was delivered was: (Check the response(s) which best classifies the method.)

   _____ telephone

   _____ written correspondence

   _____ workshop or conference

   _____ on-site meeting

   _____ meeting at sites other than at the Teacher Center project site

   _____ other (specify): _____

4. Respond to question 4a if documenting *proposal development*, 4b if reporting *technical assistance*, and 4c if describing *dissemination services*.

4a. Proposal Development* (Check the response(s) which best classifies the activity. Incidental items should not be checked.)

_____ notified group(s) about pertinent information (e.g., proposal requirements or deadlines)

_____ provided training in proposal writing or related topic

_____ provided technical assistance in planning or developing a proposal

_____ critiqued draft of a new proposal and made suggestions about it

_____ provided assistance in the development or critique of a continuation proposal

_____ other (specify): _____

4b. Technical Assistance (Check the response(s) which best classifies the activity. Incidental items should not be checked.)

_____ responded to technical questions (e.g., about bylaws, evaluation)

_____ assisted in the design of a teacher needs assessment

_____ linked clients to consultants/experts in a given area (specify topic): _____

_____ provided consulting services or training (specify topic): _____

_____ assisted Teacher Center project in planning for implementation

_____ provided "trouble-shooting" assistance to a Teacher Center project

_____ assisted with/developed statewide plan for staff development which included Teacher Centers

_____ helped client access state or federal resources to serve the needs of the Teacher Center Project

_____ provided linkage with Teacher Centers or related groups at the state, regional or national levels

_____ provided financial support for attendance at state, regional or national meetings or conferences

_____ provided vehicle (e.g., conference) through which Teacher Center projects could exchange information and ideas

_____ provided grant to a Teacher Center project consistent with local needs (Please attach to this log a document, such as a copy of grant award and budget, to help describe the services made available through the grant.)

_____ contracted with a consultant/agency to provide services to a Teacher Center project(s) (Please attach a copy of the contract or a brief summary of it and the budget to help describe the services made available through the contract.)

_____ other (specify): _____

4c. Dissemination (Check the response(s) which best classifies the activity. Incidental items should not be checked.)

_____ assisted/developed materials (e.g., audio-visual presentation) about Teacher Centers

_____ published or distributed written information (e.g., brochure, newsletter) about Teacher Centers

_____ provided technical information about the design or distribution of communications about Teacher Centers

_____ provided financial support for preparation of materials (e.g., filming, printing)

_____ other (specify): _____

*Proposal review activities for proposals should be logged on a different form.

turn page

5. The primary purpose(s) of the activity was: (Check the response(s) which best classifies the activity. Incidental items should not be checked.)

_____ to create awareness and understanding of Teacher Centers

_____ to provide information or facilitate the exchange of information

_____ to develop specific skills the client needs to accomplish a task or objective

_____ to provide planning or design assistance

_____ to improve communications/networking

_____ to generate ideas for Teacher Center project activities

_____ to increase client group knowledge about references/resources

_____ to obtain increased support for Teacher Centers

_____ other (specify): _____

6. The service was provided by: (Check all that apply.)

_____ state Teacher Center coordinator

_____ other state education agency staff

_____ Teacher Center project staff

_____ outside consultant (specify type of agency which employs the consultant, e.g., higher education, private consulting firm): _____

_____ other _____

7. Describe who received the service: (Check all that apply and list the number of participants for each.)

		NUMBER
_____	federal Teacher Center project staff	_____
_____	federal Teacher Center project board	_____
_____	Teacher Center staff or board funded through sources other than the Federal Teacher Centers Program	_____
_____	local school district teachers	_____
_____	local school district administrators	_____
_____	higher education personnel	_____
_____	state Teacher Center coordinator/staff	_____
_____	state education agency staff (other than Teacher Center coordinator/staff)	_____
_____	personnel from other staff development programs (e.g., Teacher Corps, Special Education)	_____
_____	other (specify): _____	_____

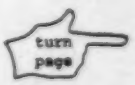
8. Expenditures from the 10% Federal Teacher Centers Program funds spent for the activity were: (*excluding salary costs for state Teacher Center coordinators and other support staff which are paid for by the 10%*):

a) for personnel (e.g., hired consultants) . . . . . $ _____

b) for materials/supplies . . . . . $ _____

c) for travel/lodging/per diem . . . . . $ _____

d) other (specify): _____ . . . $ _____



9. a) State inkind contributions were made: ☐ YES ☐ NO

b) If yes, the purpose(s) was:

_____ for personnel

_____ for materials/supplies

_____ for travel/lodging/per diem

_____ other (specify): _____

10. The approximate amount of time spent on the activity by the state Teacher Center coordinator or other state staff paid in part or in total from the 10% federal funds was: (Check one; total the amount of time if more than one person was involved.)

_____ less than 1 hour
_____ 1-2 hours
_____ 3-4 hours
_____ 5-10 hours
_____ 2-3 days
_____ 4-5 days
_____ more than 5 days (specify): _____

NOTE: *If this is a continuous or periodic activity, as in Question 7b, indicate the total amount of time spent on the activity during a complete year.*

11. The outcomes that have taken place or that are anticipated from the provision of this service are: (Check all that apply.)

	ACTUAL	or	ANTICIPATED
· increased skills/knowledge.	_____		_____
· proposal developed.	_____		_____
· Teacher Center operating more effectively	_____		_____
· increased use by clients of state or national resources	_____		_____
· specific product developed (specify): _____ . . .	_____		_____
· communications network established.	_____		_____
· written information disseminated.	_____		_____
· supported goals of Teacher Center project(s).	_____		_____
· supported evaluation activities of Teacher Center project(s).	_____		_____
· other (specify): _____ . . .	_____		_____

12. Additional information or comments about the activity:

Thank You!

Appendix B:

CORRESPONDENCE

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
235 Promenade Street, Providence, Rhode Island 02908

Thomas C. Schmidt, Commissioner

TO: State Teacher Center Coordinators

FROM: Edward L. Dambruch, Director, and Margarette E. Edwards, Assistant Director, National Teacher Center Resource Center

DATE: October 9, 1980

RE: Documentation of State Teacher Center Activities, 1980-81

The National Teacher Center Resource Center will be documenting activities of state coordinators for Teacher Centers to include the period July 1980 - June 1981.

The purpose for state documentation is to collect information, share ideas and strategies for planning and decision making:

- state sharing and adoption of new ideas
- federal Teacher Center Office information gathering
- Congressional understanding of state role
- interested public understanding of state role.

This year we are looking for full participation of states with federally funded centers. We are requesting that those Coordinators who participate agree to document all activities conducted with federal Teacher Centers funds. (The pilot study last year included participation of 61% of the funded states, but activities describing the use of only 13% of Teacher Center dollars were documented.) This year, we are looking to provide a comprehensive picture of state activities supported with federal funds.

We have considered your feedback gathered at the Annapolis meeting in August, and have attempted to simplify the process by adopting several of your suggestions. Information will be collected as follows:

- due December 15, 1980, will be a brief, "one-time only survey" to provide background information about your state (e.g. personnel assigned to provide services);

- due December 15, 1980, February 15, and May 1, 1981, the basic log form to provide information describing your technical assistance and dissemination activities (reminder notices will be provided two weeks prior to due dates); and

- due February 1, 1981, a "one-time only summary" to describe your proposal review activities.

The data collection approach has been modified to emphasize a more effective "check off" system for easier, less time-consuming response, as suggested by many of you. Yet, it retains the option of providing narrative to further explain activities, if so desired.

We encourage each one of you to participate. As many of you pointed out, it is critically important that the work that you do be recorded to provide necessary information about State participation in teacher centers. Please complete this tear off sheet and return it to me, Margaretta L. Edwards, Assistant Director, National Teacher Center Resource Center, Rhode Island Department of Education, 235 Promenade Street, Providence, RI 02908, by Monday, October 20, 1980.

You will receive a packet of forms that are being piloted in late October. Until then, please keep your notes on activities conducted since July 1.

☐ I agree to participate fully in the State Documentation effort sponsored by the National Teacher Center Resource Center, documenting activities from July 1980 through May 1, 1981.

☐ I am unable to participate in the State Documentation effort sponsored by the National Teacher Center Resource Center.

Name _____

Address _____

_____

_____

Please return by October 20, 1980
to
the National Teacher Center Resource Center

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
235 Promenade Street, Providence, Rhode Island 02908

Arthur R. Pontarelli
Acting Commissioner

TO: Alf Langland, Arnette Rauschel, Paula Brictson, Kathy Yeates, Sammie Rogers, Jim Parris, Earle Harper, Gary Barker, Marjorie Bradley, and David Tilton

FROM: Margaretta L. Edwards, Assistant Director, National Teacher Center Resource Center

DATE: October 22, 1980

RE: Pilot of new State Documentation forms for 1980-81

Based on State Coordinators' recommendations, the National Teacher Center Resource Center has streamlined and simplified the documentation log forms that were used last year.

We would like to pilot these new forms and are asking you and those state coordinators who will be participating in the New England Cluster meeting to assist us.

If you are interested in giving us your feedback by trying out the new forms and commenting on them, please read on.

1. Please complete the one page Background Information form. This will update the profile information that was provided last year.

2. Please complete the one page Proposal Review form based on activities conducted prior to the March 1980 review.

3. Please complete one or more Log forms. We are interested in seeing how helpful this form is in documenting an event as well as in documenting a recurring activity.

We welcome your comments on the forms themselves. Please share your thoughts on the reverse side of the forms, including the following:

- Do the forms suit the purpose of documenting the respective activities?
- Would additional instructions be helpful?
- Are there any changes you might suggest?
- Add any other comments.

Enclosed with the forms is a second copy of the October 9, 1980, memo that describes the purpose of state documentation for your referral.

We would appreciate receiving your written input by November 1, 1980, and will also call each of you during the next week.

Thank you very much for your assistance.

gc

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
235 Promenade Street, Providence, Rhode Island 02908

Arthur R. Pontarelli
Acting Commissioner

TO: Teacher Center State Coordinators with federally funded Teacher Centers

FROM: Margie Edwards, Assistant Director, National Teacher Center Resource Center

DATE: November 25, 1980

RE: 1980-81 State Documentation Forms

The purpose of this memo is to initiate state documentation activities. Thirty-six (36) of the forty-four (44) states having federally funded Teacher Centers have agreed to document all activities conducted with federal Teacher Centers' funds from July 1980 thru June 1981. (See list of participants enclosed.)

New, simplified documentation logs have been piloted with twelve state Coordinators and the Advisory Board to the Resource Center. For those of you participating, your initial responsibilities will be as follows:

- due December 15, 1980, a brief, "one time only survey" to provide background information about your state. (Complete the white legal size sheet enclosed);
- due December 22, 1980, individual logs describing proposal development, technical assistance and dissemination activities completed between July - November. (Complete the pink logs.)

You may also wish to begin documenting activities beginning in December; these logs will be due at a later time.

Thank you very much for agreeing to participate. With such a high percentage of states making this a priority, we anticipate gathering information that will be helpful to you, to the federal Teacher Center office, to Congress and other interested publics.

Please call me at 401/277-6834 if you have any questions.

cc Unfunded State Coordinators
Advisory Board Members, National Teacher Center Resource Center

Enclosures

PARTICIPANTS IN 1980-81
STATE DOCUMENTATION ACTIVITIES

National Teacher Center Resource Center

STATE	NAME
Alabama	William C. Berryman
Alaska	J. Kelly Tonsmeire
Arkansas	Morris L. Homes
California	Bill Webster
Connecticut	Marjorie Bradley
District of Columbia	Dr. Marilyn T. Brown
Florida	Jim Parris
Idaho	A. D. Luke
Illinois	Arnette M. Rauschel
Indiana	Patti Shoupe
Kansas	Mary Martin
Kentucky	Joseph T. Clark
Louisiana	Pamela Bollinger-Cox
Maryland	Irving Herrick
Massachusetts	Jeanne M. Paradise
Michigan	Paula Brictson
Minnesota	Judy Wain
Mississippi	Bob McCord
Missouri	Richard L. King
Nebraska	Robert Dyke
Nevada	Lamar Lefever
New Hampshire	Gary Barker
New Jersey	Margaret Griswold
New Mexico	Jim Pierce
New York	Vincent C. Gazzetta
Ohio	C. William Phillips
Oklahoma	Stan Cobb
Oregon	Ray L. Talbert
Pennsylvania	Randall Bauer
South Carolina	Tom Parks
Tennessee	Joe Minor
Texas	Jim L. Kidd
Utah	R. LaMar Allred
Vermont	Henry Bissex
Virginia	E. B. Howerton, Jr.
Washington	Alf Langland

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
235 Promenade Street, Providence, Rhode Island 02908

Arthur R. Pontarelli
Acting Commissioner

January 22, 1981

Dear State Coordinator:

We did not receive any pink documentation logs from you in December, documenting your State Teacher Center related activities for the period, July thru November 1980. Please make this documentation a top priority, and include these logs with those due on February 15 that describe activities since November 1980.

Please call me if you have any questions or if you need more pink log forms.

Sincerely,

Margaretta L. Edwards

Margaretta L. Edwards
Assistant Director, National
Teacher Center Resource Center
401/277-6834

MLE:gc

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
235 Promenade Street, Providence, Rhode Island 02908

Arthur R. Pontarelli
Acting Commissioner

January 22, 1981

Dear State Coordinator,

Thank you very much for sending us "pink" logs documenting State Teacher Center related activities for the period, July thru November 1980. As the information is being analyzed and put in the computer, we shall contact you if we have any questions.

We are reminding you that the next set of logs will be due February 15. These logs will document state teacher center activities conducted since November 1980.

Please call me if you have any questions or if you need more pink log forms.

Sincerely,

Margie Edwards

Margaretta L. Edwards
Assistant Director, National
Teacher Center Resource Center
401/277-6834

MLE:gc

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
235 Promenade Street, Providence, Rhode Island 02908

Arthur R. Pontarelli
Acting Commissioner

TO: The 40/44 State Teacher Center Coordinators participating in 1980 State Documentation of Teacher Center activities

FROM: Margaretta L. Edwards, Assistant Director, National Teacher Center Resource Center

DATE: April 20, 1981

RE: REMINDER: all logs documenting Teacher Center activities due May 1, 1981.

I want to thank each of you for the Teacher Center logs that you have been sending, and to remind you that the LAST BATCH is due May 1. (One-hundred eighty-seven logs have been received to date.) These last logs for the 1980 documentation effort should document activities completed between February and April 1981, and also should document anticipated activities through May and June 1981.

Here are some tips to help you, based on questions we have received to date:

1) Document only those activities utilizing Teacher Centers 10% entitlement.

2) In responding to question No.7, please indicate in the right hand column the number of participants who received the service. Please estimate, if necessary.

3) In No.10, we are asking a) how much time the official Teacher Center coordinator spent on the activity, and/or b) how much time other staff who are paid in part or in total from the 10% federal funds spent on the activity.

Enclosed is a list indicating the number of documentation logs received from each state in each of the three areas we are describing. Please contact me at your earliest convenience if the list for your state appears to be wrong. Also enclosed are more pink log forms. I will be glad to provide you with additional forms if you need any.

Thank you very much for your thorough participation.

Participants in 1980 State Documentation Effort
Logs received as of 4/20/81

State Participants	Background Form	Proposal Review Form	Documentation Logs
Alabama	X	X	6
Alaska	X	X	7
Arkansas	X	X	5
California	X	0	0
Connecticut	X	X	0
District of Columbia	X	X	14
Florida	X	X	15
Georgia	X	X	0
Idaho	X	X	6
Illinois	X	X	5
Indiana	X	X	28
Iowa	X	X	0
Kansas	X	X	11
Kentucky	X	X	3
Louisiana	X	X	0
Maine	X	X	0
Maryland	X	X	4
Massachusetts	X	X	12
Michigan	X	X	9
Minnesota	X	X	12
Mississippi	X	X	5
Missouri	X	X	0
Nebraska	X	X	5
Nevada	X	X	2
New Hampshire	X	X	4
New Jersey	X	X	7
New Mexico	X	X	0
New York	X	0	0
Ohio	X	X	0
Oklahoma	X	X	0
Oregon	X	X	9
Pennsylvania	X	X	6
South Carolina	X	X	2
Tennessee	X	X	2
Texas	X	X	2
Utah	X	X	0
Vermont	X	X	1
Virginia	X	X	0
Washington	X	X	5
Wisconsin	X	X	0
40	40	38	187

Appendix C:

LOG CATEGORIES USED FOR COMPUTER CODING

CATEGORIES ADDED TO
DOCUMENTATION LOG

The following categories were added to the documentation log prior to analyzing the data:

Item Number	Subject of Item	Category Added
4	4b Technical Assistance	- Provided technical assistance to SEA - Developed state strategies for providing technical assistance
5	Primary Purpose	- To improve statewide coordination
6	Provider of Service	- Higher education staff - Public school staff - Private consultant company - Professional association representative - Federal project staff or cluster coordinator - Other state Teacher Center staff
9	Recipients of Service*	- Professional associates - Federal officers - State boards and legislators - Teacher Centers in other states
8	Direct Expenditures	- Meeting Rooms - Registration for conferences

* All of the categories added for item number 9 were combined with the category "Other" prior to the final analysis.

Appendix D:

RANK ORDERED LIST OF DOCUMENTED ACTIVITIES

FOR EACH AREA OF SERVICE

RANKED ORDER LIST OF DOCUMENTED ACTIVITIES
FOR EACH AREA OF SERVICE

Areas of Service	Rank	Activity	N/%*
Proposal Development	1	Provided Technical Assistance for Proposal Development	18/54%
	2	Notified Groups	17/52%
	3	Critiqued Proposal Draft	12/36%
	4	Provided Assistance for Continuation Proposal	7/21%
	5	Provided Training	4/12%
	6	Other	1/ 3%
Technical Assistance	1	Provided Linkage with Groups	79/37%
	2	Provided Financial Support to Attend Meetings/Conferences	73/35%
	3	Linked Clients to Consultants/Experts	48/23%
	4	Accessed State/Federal Resources	45/21%
	5	Provided Services/Training	40/19%
	6	Provided Vehicle for Exchange of Information	39/18%
	7	Developed Statewide Plan for Staff Development	38/18%
	8	Responded to Technical Questions	35/17%
	9	Provided Trouble-shooting Assistance	26/12%
	10	Provided Grant	25/12%
	11	Assisted in Planning for Implementation	24/11%
	12	Assisted in Developing Needs Assessment	17/ 8%
	13	Other	13/ 6%
	14	Contracted for Services	7/ 3%
	15	Provided Technical Assistance to SEA	5/ 2%
	16	Developed State Strategies for Providing Technical Assistance	4/ 2%
Dissemination	1	Published/Distributed Written Information	30/59%
	2	Provided Financial Support for Materials Preparation	14/27%
	3	Provided Technical Information	11/22%
	4	Other	10/20%
	5	Assisted/Developed Materials	9/18%